Amhara National Regional State Education Bureau (AREB)

EVALUATION OF THE CPD IMPLEMENTATION IN AMHARA REGION

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EXECUTIVE SUMMARY

This report is written in commission of the AREB in order to have information about the effect of the implementation of the CPD teacher training program for primary and secondary education in the Amhara region. The information can be useful for the AREB in deciding what the policy will be in the continuation of CPD implementation.

In the first section background is given about this study. The following three sections are related to the three research questions.

Section 2 presents the findings of the study with respect to the first research question *what is the effect of the CPD implementation on the practice of teaching and in what extent does this meet the need of teachers?* The study shows that CPD has been a good introduction on a number of aspects of the teaching profession for primary school teachers. The willingness of working together and to apply group work as an active learning method has in particular improved. These effects are less significant for secondary school teachers. The portfolio has no function as a way to improve the attitude of teachers towards reflection. The content of the CPD course is seen by most teachers as relevant for their profession.

Section 3 presents the findings related to the second research question *in what way has the cluster policy of the Amhara region supported teachers in improving the teaching practice?* Sharing experience by interschool visits and making teaching aids are seen by the primary school teachers as important benefits of CPD. The use of teaching aids in the teaching practice is, however, very limited. The principal and the Woreda play a key role in the CPD implementation process but the cluster committee is of almost no importance in this process.

Section 4 is about the challenges of CPD and the cluster system. The third research question is *what are the administrative and content constraints for implementing CPD?* Most constraints deal with administration. Woredas see motivation of teachers as the most important challenge and teachers see the lack of trained facilitators as an essential constraint. Lack of training at school, Woreda and Zone level is another drawback for successful implementation. The lack of clear guidelines, the distance between rural schools within one cluster and budgets which are too low are the main constraints of the cluster system.

Section 5 has the ten recommendations that follow out of the research with the motivation and specification. The recommendations are:

- Schools should have the possibility to choose which CPD programs they want to take.
- Develop CPD modules that concentrate on acquiring new teaching skills.
- New CPD modules should be written as self instructional guides, including assessments that can be used independently by work groups with little guidance from supervisors.
- Each CPD book or module should be accompanied by implementation guides for the mentors and facilitators.

- Make all CPD materials digitally available.
- Continue and strengthen the good effects of CPD as learning together and doing action research.
- Review the policy for the portfolio.
- A training program should be set up for Woreda and Zone education officers about new CPD initiatives.
- A training program should be set up for principals and supervisors about new CPD initiatives.
- Simplify and clarify the guidelines of the cluster system by concentrating on the main objectives

The last part of this report contains the references and appendixes.

LIST OF ABBREVIATIONS

ABE	Alternative Basic Education
AREB	*A*mhara National *R*egional State *E*ducation *B*ureau
CD	Compact Disc
CPD	Continuous professional development
CRC	Cluster Resource Centre
ELTIP	English Language Teaching Improvement Program
EQIP	Ethiopian Quality Improvement Program
MOE	Ministry of education
NETP	New Education and Training Policy
NGO	Non Governmental Organisation
PS	Primary school
PTA	Parents Teacher Association
SIP	School Improvement Program
SS	Secondary school
TDP	Teachers' Development Program
TEI	Teacher Education Institute
VSO	Voluntary Service Overseas
WOE	Woreda Office Education

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SECTION 1 ABOUT THIS STUDY

1.1 BACKGROUND

Education is the main instrument to solve the economic, social and political problems of a country. There is always a direct relation between the advancement of nations and education. In this decisive sector, teachers are pivotal, as the greatest task of moulding the future generations' lies on their shoulders. Due to this the teaching profession requires peculiar attention.

Despite the fact it was made explicit in the NETP (1994), that the educational system was entangled with the problems of relevance, quality, access and equity. Another problem was that the teaching competence and professional ethics of the teachers were also below the expected standard. The prevailing situation of the time demanded appropriate measures that could alleviate the problems. In this regard, the case of teachers was among the critical issues which were given priority.

Consequently, new training approaches that focus on updating and upgrading the professional competence of teachers and enabling them to cope up with the order of the day were designed.

Continuous professional Development (CPD), was among the new initiatives. It is targeted to develop the professional competence and professional ethics of teachers, teaching at all levels of the school system (educational structure). Mintesnot (2008), described CPD as follows "Continuous refers to throughout the practioner's working life, professional refers to maintaining the quality and relevance of professional service, and Development implies the progression in personal quality to the acquired knowledge and skill".

Day (1999), cited in Mintesnot (Ibid), defined CPD as the process by, alone, and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching, and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children and colleagues through each phase of their teaching lives.

This indicates that CPD as a lifelong education, teachers teach themselves, and teach each other to update and add value to their profession. The ultimate goal of CPD is to enable the students to acquire quality education. This motto necessitated the involvement and active participation of teachers in the CPD. The effective participation of teachers in the program is expressed and witnessed by the reflected and exhibited changes of the teacher in teaching and professional ethics. It is these teachers' efficiency and to entitle them to the benefit of the acceptable, attractive and realistic career structure TDP (2006/7). Furthermore, teachers are licensed and relicensed to proceed in the profession on the basis of their professional competence.

In the Amhara Region, efforts have been made to implement CPD since 2006/7. AREB is determined and exerting the utmost effort for the effectiveness of the program. The required inputs are made

available. Follow up and supervisory supports were provided. However, in the process of implementing CPD at school and cluster levels, pros and cons have been said. Regarding these, the Education Bureau has the responsibility of taking measures that alleviate the weaknesses and strengthen more the best practices. There is also a keen interest to see, if CPD has began bringing the desired professional competence in the teachers of the region. In order to be aware of these facts, it is essential to assess the problems that the program encounters during the implementation and the attitude of teachers' towards CPD courses.

Hence, this study was conducted in the schools of Amhara region, to create favourable situations for the program and for the sake of making the new CPD courses responsive to the demands of teachers.

1.2 STATEMENT OF THE PROBLEM

In the AREB 2008 Action Plan for GEQIP (AREB, 2007) a number of challenges are listed related to CPD and SIP. According to this plan many teachers have a negative attitude towards CPD for different reasons: it is said that CPD is time consuming; it just keeps teachers busy and the new employed teachers think that they already studied the CPD topics in University. Another group of CPD challenges are technical: materials are not distributed in time, there is no awareness about the function of the portfolio; there is a shortage of mentors and facilitators especially in the rural areas and there is a lack of support from principals and supervisors. Because of these findings the AREB wants to have more detailed information about the challenges for CPD related to the attitude of teachers and to the technical constraints.

The induction and proper CPD course is almost finished in most schools in Amhara. To make the next step it is necessary to know what the administrative and content problems are of CPD during the implementation. To develop new materials the AREB wants to know what teachers need in order to improve their teaching practice.

The implementation is organised at school level in school clusters. The actual implementation at school level is organised by supervisors and headmasters in school clusters. AREB, Zones and Woredas have played a key role in this process. An additional question that has to be addressed is about this implementation structure. Are the guidelines of the AREB for the school clustering functioning well or are there amendments needed? What are the main challenges for the Zones, Woredas and school clusters in the implementation process?

1.3 OBJECTIVES

There are three objectives. They are formulated as research questions. The main objective of this report is to find the answers on these three research questions.

The questions are about the effect of CPD on the practice of teaching, about the support structure for the implementation of CPD and about the challenges of CPD and the cluster system. For these questions the situation in primary and secondary schools in the urban and in the rural area will be observed.

The research questions are:

1. **What is the effect of the CPD implementation on the practice of teaching and in what extent does this meet the need of teachers?**

2. **In what way has the cluster policy of the Amhara region supported teachers in improving the teaching practice?**

3. **What are the administrative and content constraints for implementing CPD?**

1.3.1 SIGNIFICANCE OF THE STUDY

CPD is part of the federal and regional policy to improve the quality of education. Information about the way CPD is perceived by teachers and by the implementers at school and cluster level is vital in the process of regulating and initiating new developments. This study can have the following significance;

- Give input to the development of new CPD courses and materials.
- Give information to find out in what way the communication system between stakeholders at all levels could be established or improved.
- Give insight in the kind of support that is needed for CPD implementers at different levels.
- The findings of this study can be used to amend the AREB Guidelines for school clustering.
- VSO can use the information of this research for their policy in placing volunteers who can play a role in the support structure for CPD implementation.

1.3.2 DELIMITATIONS OF THE STUDY

The three research questions are related to three main topics; the practice of teaching; Implementation of CPD and the challenges of CPD. In this order the delimitations of the study will be given:

- Effect of CPD on the practice of teaching

The first research question concentrates on the teachers of primary and secondary schools. The practice of teaching has many aspects. This study concentrates on the four main aspects that are covered by the CPD course.

  - Working together as a team
  - Use of the portfolio
  - Applying active learning methods
  - Other teaching skills
  - Teachers need and the content of CPD.

- The implementation of CPD

The second research question is about the implementation of CPD in relation to the support structure. Within the support structure there are different actors who play a role in the implementation process of CPD. Special attention is given to the role of the principal and supervisor. There are questions for the teachers to find out what they think about the support they have received from them. There are also questions for the principal and supervisor about their task as implementer.

Another aspect of the support structure is the cluster system. What is the role of the cluster system in the implementation process of CPD and the teaching practice?

- Challenges of CPD and the cluster system

In the third research question the main topic are the content and administrative constraints as this is seen by the teachers. Another perspective is that of the Woreda and Zone officers. That is why the question about the constraints is also asked to the Woreda and Zone education officers.

1.3.3 LIMITATIONS OF THE STUDY

- The purposive sampling technique for choosing schools - as is used by the Woreda education – can have not the wanted outcome for two reasons; model schools instead of average schools and travelling distance. Although the request was to select schools with average students' achievements, it is possible that a number of the visited schools are above average. A reason for that could be that the Woreda wants to make a good impression for the AREB in particular if one visitor comes from overseas.

The other reason has been the travelling time to rural schools. If the travelling time is more than 1 hour the school more near to the Woreda is visited. For these two reasons it is possible that the number of far away rural schools and the number of low achieving schools is too small.

- In the questionnaire for principals and supervisors it was assumed that the concepts of cluster school and cluster committee were clear. During the research it proved to be that this was not the case in a number of schools. For that reason the answers on the questions 1 and 12 of the questionnaire for principals and supervisors are not as reliable as was expected.

1.4 Design of the study

To achieve the purpose of the study there is made use of descriptive survey type of study, involving quantitative and qualitative methods of research.

1.4.1 POPULATION AND SAMPLING

The research should be representative for the whole Amhara region and manageable within the given manpower and means to do this research. In Amhara there are 5682 Primary, 3192 ABE and 230 Secondary Schools (AREB 2008 – 1). 5174 or over 90% of the Primary Schools are to be found in the rural area. Also almost all ABE centres are in the rural area and most of the secondary schools are situated in the urban area. In order to be representative the following selection criteria are taken:

There are in Amhara Region 11 Zones and around 160 Woredas at the time the research is done. The Zones and Woredas are selected by using purposive sampling techniques in order to include geographical dissemination and dissemination in type of Zones. Selected are 5 Zones. Out of these 5 there is one nationality Zone and one city administration.

The selection criterion for the Woreda selection is: equal number of urban and rural woredas and different size of Woredas. There are 9 Woredas selected. Interviews are held with the education officers of Woredas and Zones; Head of Bureau, Vice Head and / or experts of the WEO.

Schools are selected by using purposive sampling techniques in order to include primary and secondary schools; City- and rural schools; Variety of school sizes. The final selection of the school is made in the contact with the Woreda education officer and is based on these criteria. 13 urban and 15 rural schools are selected. Each Woreda selected 1 secondary school, 1 primary school that operates as a cluster centre school; 1 primary school that is a member school of that cluster; in 3 Woredas a satellite school or ABE centre was selected for the lesson observation. The questionnaire is not taken in the satellite school and ABE centres.

Teachers are selected using purposive sampling techniques given the following criteria: gender; teachers of lower and upper grades; age; induction and proper CPD. Per school a maximum of 12 teachers took part in the research. The final selection was made by the principal based on the given criteria. The total of teachers that has participated in the research is 267. The number of analysed portfolios is however bigger: 1126 portfolios are analysed. The selection was based on the portfolios of the whole CPD study groups of the selected respondents.

Table 1a gives a specification of the geographical dissemination of the respondents, sorted out in the categories Zone + Woreda, Schools, Teachers, Principals /Supervisors. The last three categories are split into the gender of the respondents.

Zone	**Woreda**	**Schools**		**Teachers**				**Principals / Supervisor**			
		Urban / Rural		Primary		Secondary		Principal		Supervisor	
		Urban	Rural	Male	Female	Male	Female	Male	Female	Male	Female
Bahir Dar	City Admin.	1	2	10	13	6	5	3	0	1	0
East Gojjam	Gozamin	0	3	9	7	6	6	3	0	1	0
	Debre Elyas	0	3	6	10	10	2	3	0	1	0
North Gondar	Gondar Kebele	2	1	8	10	10	2	3	0	1	0

Zone	Woreda	Schools		Teachers				Principals / Supervisor			
		Urban / Rural		Primary		Secondary		Principal		Supervisor	
	Chilga	0	3	13	9	9	3	3	0	1	0
North Wollo	Kobo	2	1	9	5	10	2	3	0	1	0
	Woldya	2	1	9	6	10	1	3	0	1	0
Oromia	Kemise	3	0	13	7	10	2	3	0	1	0
	Bati	3	0	14	3	12	0	3	0	1	0

Table 1a Selected respondents sorted in categories

Table 1b shows the totals of the respondents of every category in numbers and percent.

Zone	Woreda	Schools		Teachers				Principals / Supervisor			
Total number		Urban + Rural		Primary		Secondary		Principal		Supervisor	
5 Zones	8 Woredas	27		161		106		24		8	
				Total PS + SS: 267							
Totals specified in urban-rural, role and gender		Urban	Rural	Male	Female	Male	Female	Male	Female	Male	Female
N:		13	14	91	70	83	23	24	0	8	0
% of specified totals		48%	52%	57%	43%	78%	22%	100 %	0%	100 %	0%

Table 1b Total number of respondents sorted in categories

Table 1a and 1b is giving some interesting figures: In our selection of schools 22% (secondary school) up to 43% (primary school) of the teachers is female. In contrast to that there are no female principals or supervisors; all 32 are male.

I) In table 2 an overview is given of the CPD courses (Induction or Proper) that teachers are doing and have been doing, as well of their education (Certificate, Diploma or BA/BSC)[1].

Primary School (N: 601)				**Secondary School (N: 525)**			
Induction	Proper	Certificate	Diploma	Induction	Proper	Diploma	BA/BSC
23%	77%	52%	48%	29%	71%	4%	96%

Table 2 CPD course participation and education of teachers

All schools were doing CPD courses. At the time of the research most teachers of the visited schools had finished proper CPD course book 2 and 3. A minority of the schools planned to finish CPD book 3 at the end of the school year 2009.

1.4.2 INSTRUMENTS OF DATA COLLECTION

In the research we use a combination of different quantitative and qualitative data collection instruments. The data are collected at different levels; School, Cluster, Woreda and Zone. The next table gives the overview of the instruments related to the category of respondents for which it is used:

Method	**School**	**Cluster**	**Woreda**	**Zone**
1. Questionnaires	**X**			
2. Observations	**X**	**X**		
3. Document analyse	**X**			
4. Focus group discussion	**X**	**X**		
5. Interview			**x**	**X**

Table 3 Methods of data collection

The different methods of data collection in more detail:

[1] The numbers of the sample in table 2 is bigger than the number of respondents as is given in table 1 because the selection of examined portfolios is based on the whole CPD study group of the selected respondents.

1. Questionnaires

There are two questionnaires; one for the teachers and one for the supervisor of the cluster and the same questionnaire for the principals of secondary and primary schools.

The *questionnaire for teachers* has a total of 23 questions. 9 questions about the practice of active learning; 4 questions about the effect of CPD on teachers' knowledge and skills; 5 questions related to principals' support; 2 questions about the practice of cluster meetings; 1 question about the challenges of CPD and 2 open ended questions about the benefits of CPD and for general comment. The teachers have used the Amharic version of the questionnaire.

The *questionnaire for the principals and supervisors* has a total of 25 questions. They are divided into the following 6 groups. Between brackets is the number of questions in each group; cluster meetings and use of the resource centre (4); support activities for the cluster (3); satisfaction with the functioning of the school cluster (5); challenges for the cluster system (3); effectiveness of CPD (4); support given to the team concerning CPD (5). There are no open-ended questions but there is space left to write comment.

The questions are rated on a four point Likert scale in the range from strongly agree to strongly disagree. Another set of questions are rated on a five point Likert scale in the range from Always to Never or from Weekly to Never.

2. Observations

There are two forms of observation used; lesson observation and observation of the resource centre.

For the *lesson observations* is made use of a checklist with 15 items. The items are all topics taken from the CPD content, and are considered as most relevant to assess the teaching methods e.g. use of different methods of teaching; use of instructional teaching aids. In each school there is one class observation is done.

To observe the resource or pedagogical centre there is made use of an *observation list for the cluster resource centre*. The resource or the pedagogical centre will be observed as well as any other resources in school, e.g. library, computer lab, etc.

3. Document analysis

The data collection instrument for the document analysis is the *checklist for Document Analysis*. At school level the analysed documents are the *portfolios* made by teachers as part of their CPD. The purpose is to find out if the portfolio is used as a tool for professional development.

4. Focus group discussion

The focus group discussions have been held at all secondary schools and at the cluster resource centres. It is a semi structured discussion and for that purpose there is made use of the instrument *Focus group discussion.* The discussion is meant to get background ideas and experiences of teachers with the implementation process of CPD course; get more information about the learning needs for CPD and expectations about the support; to get a better idea about the functioning of the cluster

committee. The discussions have been held with the supervisor, headmaster, facilitators, and teachers.

5. Interview

In each Zone an interview has been held with an education officer of the Woreda and Zone. For the interview is made use of a list with questions called *Interview Woreda –Zone.* There is a total of 12 questions divided into 3 groups, in brackets the number of questions for each group; the Woreda or Zone capacity (2); CPD implementation, support and effect (5); the cluster system (5).

1.4.3 PROCEDURES OF DATA COLLECTION

For collecting the data for this research the following procedures are followed:

- A proposal for the research including the research tools has been discussed in an AREB process group. The outcomes of that discussion resulted in a new research concept that has been tried out in a pilot study, conducted in South Gondar. The research methods and outcomes have been discussed again in the AREB process group in order to finalise the study.

- The teacher questionnaire is translated into Amharic. In the Amharic translation some subject specific terms are presented in both English and Amharic.

- The school visits are conducted by two persons of AREB guided by an education officer of the Woreda. The focus group discussions are mainly held in English. Sometimes Amharic is used and afterwards summarised and translated into English. The interviews are held in English.

- The teacher questionnaire is shared out by the principal (according to the criteria that are mentioned before) for selecting the teacher-respondents. At the end of each school visit all the questionnaires were collected. In that way almost 100% of the distributed questionnaires are returned.

1.4.4 DATA ANALYSIS AND INTERPRETATION TECHNIQUE

To increase the reliability and validity of the study there is made use of a variety of data collecting tools: questionnaires; observations; document analysis; focus group discussions and semi structured interviews.

The quantitative data obtained from the questionnaires are analysed using frequency count, mean and percentage. In some cases data from the four point scale (Always to Never) are condensed to two point scale (Always/Most of the time - Sometimes/ Never).

The data gathered from the open ended questions, the interview, the focus group discussions and the lesson observations was coded, categorised and frequencies are counted. These data are triangulated with the quantitative data.

1.5 Review of related literature

1.5.1 RATIONALE OF CPD

CPD is a concept that is not exclusive for education. In all areas of society where professionals are working is CPD a part of the job. CPD is needed in all the professions that acquire well educated workers. Worldwide CPD programs are developed for physiotherapists, technicians, designers, dentists, accountants etc. So the concept of CPD is related to all professional fields; it is worldwide a regular part of the profession.

That is why there is a need to define more precisely the context of CPD. In this study the term CPD is used for the continuous professional development of in-service teachers working in primary or secondary education. In Ethiopian schools CPD is much further narrowed as following the central developed CPD manuals. What does the literature say about the concept of CPD for in service teachers?

The first two letters of the abbreviation are explained before (paragraph 1.1) by Mintesnot (2008): "Continuous refers to throughout the practioner's working life, professional refers to maintaining the quality and relevance of professional service." But what is meant with development? In the literature there are different aspects mentioned:

Glatthorn (1995) cited inVillegas-Reimers (2003) "Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically."

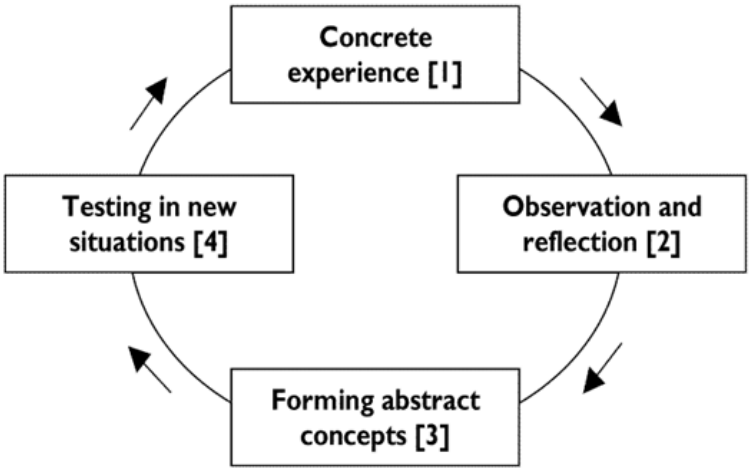
This definition correlates two aspects: experience and systematic reflection. In what way the concrete experience and systematic reflection are related in the learning process is elaborated by Kolb (1976). According to Kolb there are four stages of learning;

Stage 1: Concrete experience (Feeling)

Stage 2: Reflective observation (Watching)

Stage 3: Abstract conceptualisation (Thinking)

Stage 4: Active experimentation (Doing)



The diagram illustrates how these stages are related in a cyclic process. Kolb combines these stages with four different learning styles but there is no need to work that out in this context (although very interesting for trainers.). Kolbs' learning theory is however interesting for a better understanding of teacher's development.

In a recent article Huebner (2009) - based on literature research from Rosenholtz, Putnam and Coburn - names two main components in teacher learning: the individual and the interpersonal: In the individual realm, teachers gain knowledge about content and pedagogy. In the interpersonal realm, teachers engage in dialogue and collaboration to further develop and support their own learning.

Another aspect of teacher's development is the environment where teachers' learning takes place. An overview is given by Bransford (1999). In the chapter about 'How teachers learn'. He writes: '*Understanding teachers' opportunities for learning--including the constraints on teachers' time--is important for developing a realistic picture of possibilities for lifelong learning*'. The following overview of opportunities for learning is given;

- Teachers learn from their own practice. E.g. monitoring and adjusting good practice.
- Teachers learn from interaction with other teachers. This can be formal (e.g. applying a mentor to a novice or informal (e.g. teachers' room conversations).
- Teachers teaching other teachers. Making use of the expertise within the school
- Teaching outside school or by attending workshops, meetings of professional associations

These learning opportunities occur in certain learning environments. In comparing the quality of different learning environments Bransford differentiates between the following learning environments:

- Learner centred environment; build on the strengths, interests and needs of the learner.
- Knowledge centred environment; often focused on pedagogical content knowledge.

Effective learning environments are as well knowledge as learner centred

- Assessment centred environment; test understanding by trying out and receive feedback.
- Community centred environments; communities of practice involving collaborative peer relationships between teachers.

In Ethiopia most of the training takes place in a knowledge centred environment with some possibilities for assessment and for primary schools to share ideas with other schools.

To understand the concept of CPD we have first seen that CPD is a very wide concept and therefore in this study it is narrowed to the continuous development of in service teachers in primary and secondary schools. Teachers' learning is seen as cyclic process that has different stages. The learning can be personal and interpersonal. Learning can takes place in different environments.

1.5.2 PURPOSE OF CPD

The objectives of CPD are given in the CPD Guideline of the Ministry of Education (MOE, 2004):

- Understand the need for continuing improvement and develop the attitude to arrange positively with CPD opportunities.
- Have the opportunity to develop and improve their professional skills and knowledge in a systematic way.
- Have an understanding of current national issues and priorities.
- Remain competent and up-to-date in their own levels of speciality and expertise through compulsory on-going programme of staff development opportunities designed to meet the needs of both school and individual teachers.
- Consider CPD as an integral part of their evaluation, licensing and career development.

The final purpose of these objectives is that CPD will contribute to the quality of education.

This purpose raises other questions: What is quality of education? Which factors play a main role in improving the quality of education? What are the criteria for effective CPD? And last but not least: What motivates teachers?

Quality of education

The literature indicates a strong link between the quality and teacher development (EQUIP1 , 2006). This is especially so in the areas of teachers' beliefs and practices and the implementation of educational reforms. Implementing active learning and learning through social interaction can only be done effectively when teachers understand the ideas behind the reforms and have the ability to apply these ideas in their classroom. (Unesco 2006).

Effective CPD

Villegas-Reimers (2003) gives the following overview in her literature study about characteristics of effective teacher development programs:

In planning professional development programs (Guskey, 1995):

- Think big but start small
- Include procedures for feedback on results.
- Integrate programs.

Guidelines for designing professional development programs (Corcoran, 1995):

- Model constructivist teaching
- Demonstrate respect for teachers as professionals and adult learners
- Provide sufficient time and follow-up

Fullan (1987) gives the following factors for successful teacher development:

- Redefinition of staff development as a process of learning
- The role of leadership at the school level
- The organisational culture at school level
- Role of local agencies , especially at local and regional level

What motivates teachers?

An international research of VSO in a big number of developing countries gave the following conclusions about the motivation of teachers (VSO, 2002)

- Teachers' motivation is fragile and declining.
- Teachers wish to be enabled to perform well, which in turn influences their motivation.
- Teachers' performance is strongly influenced by teacher motivation.
- Teacher motivation is a critically ignored factor in education policy-making.

Another interesting result in this study is that the salaries is not the only and maybe not even the main reason for motivation. As non-remuneration factor is mentioned the leadership at school-level to establish support systems and supervisory practices that can ensure professional commitment from teachers. This study also underlines the importance of learning opportunities for teachers by in-service training in order to reflect on own practice and by supportive inspectors' visits.

These conclusions underline how important the school leader and the supervisor are for the motivation of teachers. In this research special attention will be given to the role of the principal and supervisor.

1.5.3 THE ETHIOPIAN SITUATION

In 2004 the initiative was taken by the Ministry of Education to arrange a CPD program for teachers countrywide. As mentioned before are the objectives of CPD given in the Guide line of the Ministry (MOE, 2004). The outcomes of the CPD programme should be:

- All teachers will have access to high quality CPD programmes.
- All teachers will systematically build their professional skills, knowledge and attitude required of them in accordance with the ETP.
- All teachers will remain competent and up-to-date in their own levels of speciality of expertise through a compulsory ongoing programme of staff development opportunities to meet the needs of both the school and individual teachers.
- All teachers will consider CPD as an integral part of their evaluation, licensing / re-licensing and career development.
- All schools will offer higher quality education to the benefit of students at every level.

At the time of the research most schools in Amhara have at least two years the experience of working with a CPD programme. The objective of CPD evaluation in this research has to do with this existing CPD programme that is taken according to the 2004 Guidelines of the Ministry. In these guidelines the objective of CPD is the teacher. In the new concept framework of the Ministry (MOE, 2009) the objective of CPD is the learner: '*The overall objective of the CPD programme is to raise the achievement of students in Ethiopian schools and higher education institutions.*' However it is obvious that it is the teacher who plays a key role to achieve this objective. That is why the research will focus in the first place on the teacher and his or her profession.

The implementation of CPD takes place at school- and at cluster level. A number of critical studies have been written about the cluster system: T. Shewareget (2006), Ayalew (2008), B. Piper et al (2008). This literature was helpful for this research in setting up the questionnaire for principals and supervisors and for the interviews with the Woreda education officers.

A number of other studies in Ethiopia focus on the effect of CPD. (Mintesnot (2008), MOE (2008), Liyew (2008). These studies helped to formulate the research questions more precisely. It also made clear that not much research has been done about the opinions and the practical CPD effect in secondary schools. That is included in this research.

SECTION 2 CPD AND THE TEACHING PRACTICE

The first research question is:

What is the effect of the CPD implementation on the practice of teaching and to what extent does this meet the need of teachers?

The research question has two parts:

(1) What is the effect of CPD on the practice of teaching and

(2) Does the content of the CPD course meet the learning needs of teachers?

The first part of the question, about the effect of CPD on the teaching practice, is divided into three main groups to be discussed in the following paragraphs;

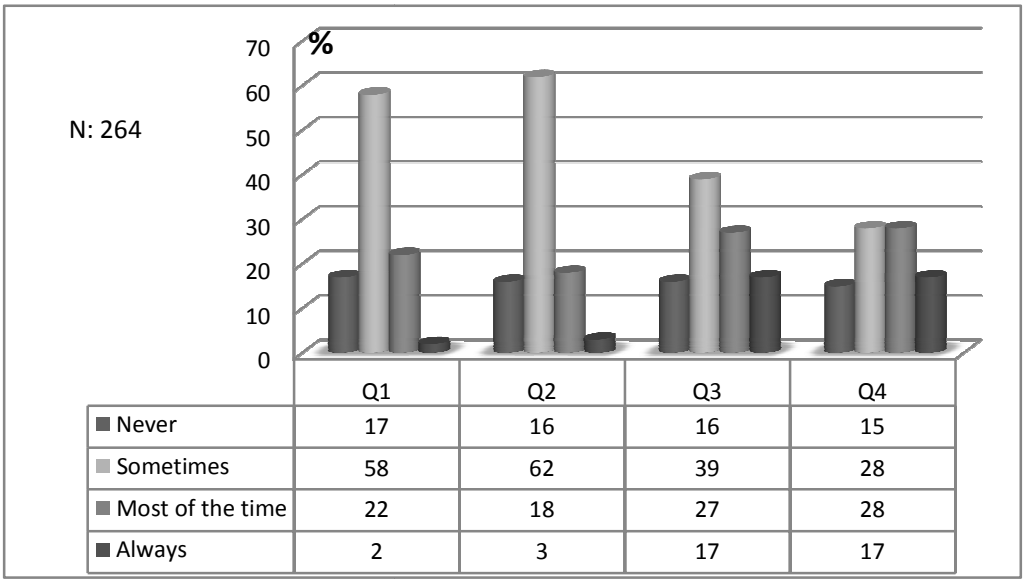
- Learning together (2.1)
- Use of the portfolio (2.2)
- Teachers' knowledge and skills (2.3)

The second part of the first research question will be answered in paragraph 2.4;

- Learning needs', (2.4)

2.1 LEARNING TOGETHER

Maybe the most important way to improve the skill of teaching is to learn from each other and share good practice with your colleagues (Bransford(1999), Morris (2006)). The CPD courses encourage in many ways teachers to share experience and to work together. In the CPD manuals a schedule is given to observe the teaching of colleagues regularly and to exercise peer evaluation. In the questionnaire we asked 266 teachers about different aspects of working together. In table 4 the results are given on four aspects of working together. Two important conditions for that are; (1) know what your colleagues are doing and (2) giving feed back to another. The first two questions deal with observing another, the next two with giving and receiving feedback.



Q1 I observed my group members teaching.	Q3 I gave feedback.
Q2 My group members observed me.	Q4 I received feedback.

Table 4 Observed, being observed, give and receive feed back

The table shows that there are hardly any differences between the number of times that teachers observe others and the number of times that they are observed by others. The highest scores (58% and 62%) are for "sometimes" observed/ observing. 22% of the teachers see this as a regular activity. For most teachers observing another is incidental or never happening. It is likely that the observing activity has taken place as part of the CPD course. In general it is not a habit for teachers to observe in another's classes.

Almost half of the teachers (44%) practice giving feedback. 34% of the teachers say that they receive feedback from colleagues *most of the times* or *always*. There are still many teachers who have not started to share experiences by observing and giving feedback (15 – 17%). This percentage is a low number, probably because it is not easy to give and to receive feedback in a professional way. It demands within the team openness to another and social skills. The challenge is to make it possible to give and receive feedback. By that learning together will become a natural aspect of the teaching job.

Interschool visits

Sharing experience with colleagues from other schools is part of the CPD program. In the cluster system the supervisor and principal encourage the learning together by arranging interschool visits. In the teacher questionnaire one question is about the participation of teachers in these visits. See table 5.

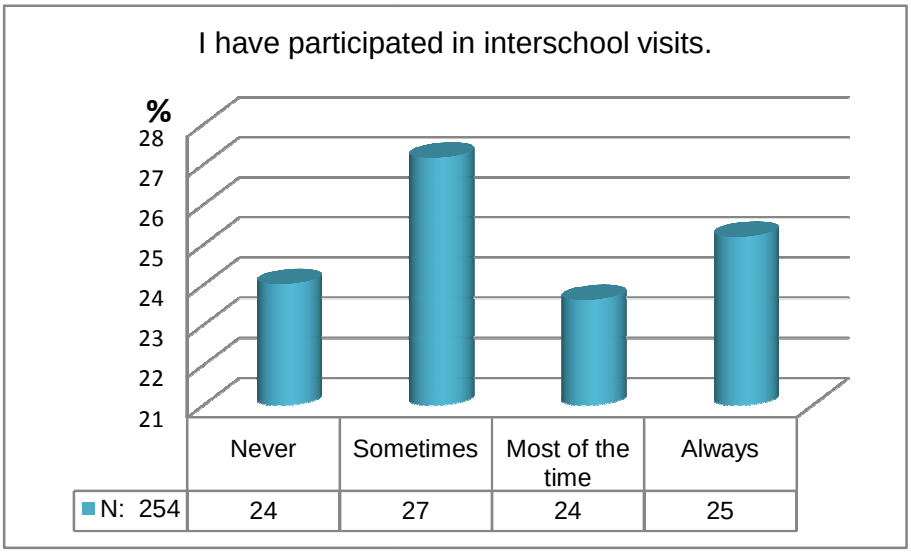


Table 5 Participating in interschool visits

Table 5 shows that 49% (24+25) of the teachers say that they *always* or *most of the time* have participated in interschool visits. There is however a big difference here between teachers from primary and secondary schools. 44% of the secondary school teachers answer that they have never had interschool visits, most probably because it has not been organised. Interschool visits are almost exclusively arranged in the cluster centres. If we only look at the primary schools 60% of the teachers have *always* or *most of the time* taken part in interschool visits.

Information from other research tools about learning together

The *open answers* of the teaching questionnaire gave more information what teachers think about learning together in the CPD course. The open question is 'What do you benefit from the CPD that you have been taking?". The most frequent given answers of the teachers are summarised in table 6.

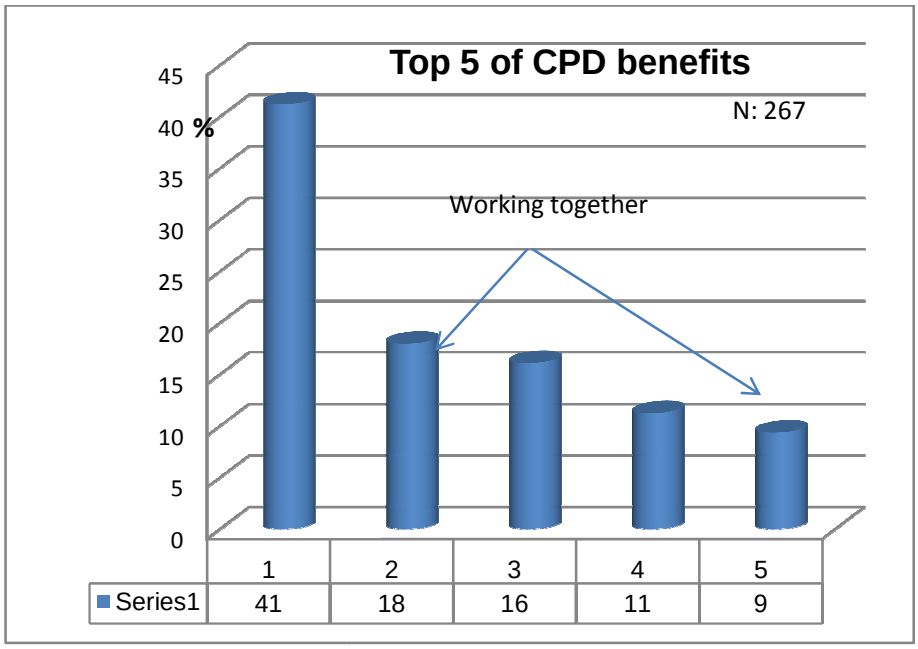


Table 6 Top 5 benefits of CPD

The numbers 1 to 5 in table 6 refer to the following benefits teachers wrote on their questionnaire:

1. Apply active learning methods.
2. *Share experience with colleagues.*
3. Solve problems, apply action research.
4. Handle different levels of students.
5. *Work together as a team.*

Later we will come back on a number of other benefits of CPD but for this paragraph it is interesting to see that working together is part of the top 5 benefits. One of the most mentioned benefits is sharing experience with colleagues (on number 2) and also working together in the school team was very often mentioned (number 5 in the list). So 25% of the teachers see learning together as one of the main benefits of CPD. Or, as one of the teachers wrote; " Sharing experience was the most useful part of CPD."

In the *focus group discussions* in North Gondar some teachers said that sharing experience in an informal way is very useful but how to formalise it is still a problem. In a few discussions teachers said that they learned to express their ideas better in group discussions. In Wonka Primary School teachers said : "*Active learning is now more useful then at the TEI, because there is the opportunity to practice and share ideas and experiences with your colleagues*. " Some teachers in Gozamin who were critical about CPD appreciated however working together: "*...because of the CPD course teachers work more together, peer to peer and this helped to improve the teaching. But this was not because of the content of the course*." Some young teachers mentioned that the induction course

helped them in the contacts with other team members and to gain experience of senior teachers. In Bahir Dar teachers said: "CPD improved the willingness to discuss teaching in the team and to share experiences."

Several times the *Woreda* and *Zone* education officers said in the *interview* that working together as a team is one of the positive effects of CPD.

2.2 USE OF PORTFOLIO

According to the Guide line (MOE, 2004, pg. 33) the portfolio "is a set of recorded materials that shows what an individual teacher has done, knows and can do." Still according to this Guideline the portfolio has two objectives;

1. Documenting growth and development.
2. Assessing teachers' growth and development over time.

Based on these two objectives there are two questions to be answered related to the portfolio. The first question is: In what way do teachers keep their portfolio? This knowledge is needed to get an answer on the second question which is a part of the main research questions: Is the portfolio an instrument that helps to improve the teaching practice?

The teacher's questionnaire contains a number of questions about the portfolio. Three of them are related to sharing the portfolio with colleagues. The answers show that there is a big difference in the use of the portfolio between the primary and the secondary schools. (See table 7.)

Question	Sometimes /Never		Always / Most of the time	
	PS	SS	PS	SS
Q5. I have invited my group members to observe my CPD portfolio and discussed the issues in it.	35%	57%	65%	43%
Q6. I have seen my group member' portfolio and they were willing to discuss issues in it.	30%	55%	70%	45%
Q7. I have observed portfolios prepared by teachers from other CPD groups found in the school.	44%	70%	56%	30%
N: Number of respondents	157	102	157	102

Table 7 Use of portfolio in primary and secondary schools

* PS = Primary- / SS= Secondary School

The majority of teachers of in the primary schools share their portfolio *always* or *most of the time* with colleagues from their CPD group (more than 65 - 70%) and with other school colleagues (56%). Most of the secondary school teachers are not sharing their portfolio, even not with their CPD group members. But even in primary schools at least 1 out of 3 teachers *never* or only *sometimes* see the portfolio of colleagues.

These findings correspond well with the results of the questionnaire about learning together as is presented in the previous paragraph; teachers from primary schools share regularly information about teaching. They do this much more than the teachers of secondary schools.

Document analysis and focus group discussion about portfolio

- One of the findings of the document analysis is that on all visited schools every teacher has his / her own individual portfolio. In only 3 of the more than 1000 portfolios that are examined there was feedback given about the content. In all other situations the principal and / or the supervisor just signed.

- Another finding is that in many cases teachers copy text from another. In a number of cases the minutes of the CPD sessions was copied into the portfolio.

- The most frequent topics that are mentioned in the portfolios are:

1. Applying continuous assessment (almost all portfolios)
2. Applying active learning methods (most of the portfolios)
3. Doing action research (half of the portfolios)

- Another item of the portfolio is about the observed outcomes of the training. In order of frequency the following topics were mentioned:

1. Solving problems with student behaviour
2. Effective teaching
3. No observable outcome (!)
4. Making teaching aids
5. Organising tutorial classes
6. Positive attitude of teachers toward CPD
7. Improved school climate
8. Teach the community.

In the *teacher questionnaire* only 2 teachers used the *open questions* to make a remark about the portfolio. Their remarks were often repeated in the focus group discussions.

Teachers expressed three main complaints about the portfolio in the *focus group discussions*:

1. Lack of uniformity

   All schools complained about the lack of uniformity of the portfolio format. There are no clear guidelines about what should be included in the format. The result is that even within the same school different formats are used.

2. No feedback

   Many teachers complained that no feedback is given. They write their portfolio. Principal and mentor sign that this is done and that is it. This complaint is confirmed in the document analysis. What the effect can be of getting no feedback is clearly written by one teacher: "*I copy what another writes and attach it to my portfolio because no one checks what is written."* Another reason for copying has to do with lack of knowledge what should be written.

3. No knowledge about the purpose of the portfolio

   More teachers said also that the purpose of the portfolio was not clear for them and because of that they see it as paperwork that just takes time. In general however the schools know that the portfolio is meant for professional development and for assessment. A number of schools are not happy about this combination of purposes in one and the same document. One school explained that as follows: *"It is not perfectly clear what the use is of the portfolio, except that you can lose your job when you don't have one! This causes fear and resistance that can prevent motivation by the positive idea that the portfolio can be a help in your professional development."*

The effect of the portfolio on improving the teaching practice

The second question in this paragraph about the portfolio is: "Is the portfolio an instrument that helps to improve the teaching practice? " To answer this question information is also gathered from the interviews with Woredas and Zones. In these interviews similar remarks were made as in the focus group discussions: many of the educational officers complain about the lack of uniformity and about having no clear guidelines. There is a need for training on the portfolio. One Woreda in East Gojjam explained what they see as the problem with the portfolio: "*There is no knowledge about the portfolio. Many teachers are just filling in the format, not knowing why and what the outcome of this could be*." Some Woredas organised by themselves or with TEI's workshops about using a portfolio. Many Woredas use the portfolio as a way of monitoring the CPD implementation.

Many primary school teachers are sharing their portfolio. It could be that this sharing has a positive influence on their practical teaching. But in a number of cases this sharing is done because teachers don't know what to write and just copy text from each other. Principals and supervisors have not given any feedback so teachers will not reflect about how they can improve their knowledge and skills. Most teachers have a portfolio because it is compulsory but without knowing how this can help them in their profession other than that it is needed for promotional purposes. That is why our

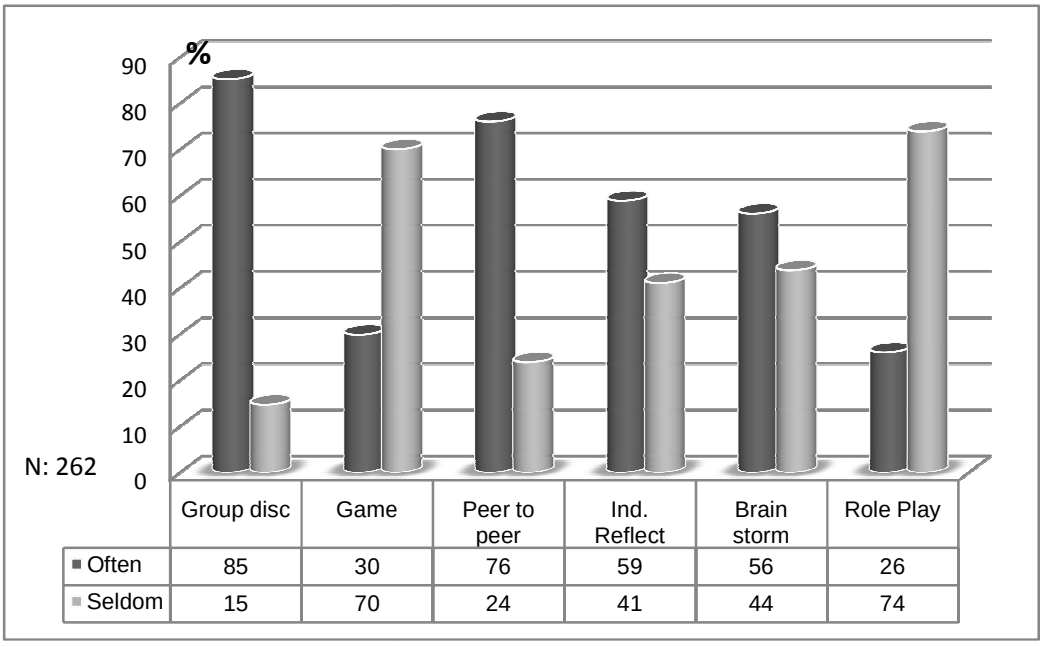
answer on the question is that the portfolio is by teachers not seen as an efficient instrument that helps to improve the teaching practice.

2.3 THE EFFECT OF CPD ON ACTIVE LEARNING METHODS

The most important practical skills taught in CPD are about applying active learning methods. The research question about the effect of CPD on the practice of teaching has been answered by comparing the answers on a number of questions of the *teachers*; *questionnaire* with other sources; what did teachers say about changes in their teaching practice (in the *focus group discussion*) and by comparing this with the class room *observations*.

First we have a look at the teacher questionnaire. The questions 9a – 9f are about the use of active learning methods. The question is:" *I have exercised and tried out the following active learning methods in the course of my CPD training*." The teachers could choose between six different methods of active learning. They could score on a scale from 1 to 4 where 1 = Never; 2 = Sometimes; 3= Often; 4= Always. In presenting the results the answers on 1 and 2 are taken together as *Seldom*; 3 and 4 are taken together as *Often*.

The results, as to be seen in table 8, show that Group discussion and Peer to peer work are the most frequent used methods (85% and 76%), while Game and Role Play are seldom tried out (30% and 26%).



	Group disc	Game	Peer to peer	Ind. Reflect	Brain storm	Role Play
Often	85	30	76	59	56	26
Seldom	15	70	24	41	44	74

Table 8 Use of active learning methods

The *open questions of the teacher questionnaire* give information about what teachers see as the most important effects of CPD. Already something was mentioned before - in the part about learning together, (see Table 6 - Top 5 of CPD benefits). There one can read that applying more teaching methods is on top of the list of benefits. To be more precisely; 41% of the teachers see "Having knowledge and/or Apply more active learning methods" as the most important benefit of CPD.

Some examples of what teachers wrote about the CPD benefits and active learning:

- My teaching methods are more developed.
- It helped me to apply active learning.
- It helped me to know and implement active learning methods.

In their *portfolio* many teachers wrote that they apply active learning methods more often. In the *questionnaire* many teachers made use of the open questions to write that they apply active learning methods.

In *the focus group discussion* the teachers could respond to the following statement: "Because of CPD I apply more active learning methods. " Most of the primary school teachers agreed with this statement. Often given reasons for this are:

- It did help a number of teachers in more often applying group work and peer work.
- Active learning is not applied because of CPD only. There have been other courses. CPD reinforces most teachers to apply what they have previously learned.
- The seating arrangements have changed in order to make the learning more students centred.

Half of the secondary school teachers disagreed with the statement. Most given reasons for this are:

- CPD does not give the methods of teaching for the subjects we teach. It is too general.
- We learned all these methods at University / TEI, nothing is new.
- The theory of CPD is clear but not how to practice student centred methods in classes of 80 or more students.
- There is hardly time to practice active learning; the "plasma lessons" just leave us 10 minutes to do something.

Another source of information about applying active learning methods are the *Classroom observations.* In 36 class room observations three different teaching methods were seen. In table 9 the observations are divided into two groups: Primary and Secondary classes.

School	Group work	N	Role play	N	Frontal	N	Tot N
Primary	28%	5	22%	4	50%	18	27
Secondary	22%	2	11%	1	66%	6	9

Table 9 Classroom observations and active learning

In Primary schools half of the observed lessons are frontal instructions: lecturing method or questioning method. In Secondary schools this is the most observed method (66%). The most seen active learning method in primary and secondary schools is group work (22% and 28%). The only other form of active learning that was seen was role play. The lesson observations confirm what teachers say about group work as the most used form of active learning. On the other hand role play was more often observed, while other forms that teachers say they use often were not seen at all.

There is a difference between the frequency with which teachers say they use active learning methods and the observations. In the observations active learning methods are seldom seen, where teachers say that they use it most of the time. The reason for this can be the limited number of classroom observations. Another - maybe more likely - possibility is that teachers tend to respond in giving the more socially acceptable answer.

2.4 THE EFFECT OF CPD ON OTHER TEACHING SKILLS

There are a number of other teaching skills in the CPD course. These skills are:

- Self evaluation
- Action research
- Lesson planning
- Classroom management
- Assessment practice
- Teacher collaboration

In the *teacher questionnaire* the following questions were asked about these skills;

Question 12 – *The CPD training helps me to recognise the process of practicing self evaluation.*

Question 13 – *The CPD training helps me to recognise and be aware of the techniques of action research.*

Question 14 – *The CPD training helps me to conduct action research to solve problems related to the teaching learning process*

Question 15 *The CPD training activities caused me to change the following aspects of my teaching process:*

15a – *Planning (e.g. lesson plan);*

15b – *Classroom management;*

15c – *Teaching style (e.g. encourage me to use variety of teaching techniques);*

15d – *Assessment practice;*

15e – *Teacher collaboration*

The teachers could score from 1 (strongly disagree with the statement) to 4 (strongly agree). So a score of 2.5 means that the respondent is neutral, anything lower than 2.5 means that the teacher disagrees. How higher the score the more strongly the teacher agrees with the statement. Table 10 gives an overview of teachers' opinions about the effect of CPD on these teaching skills.

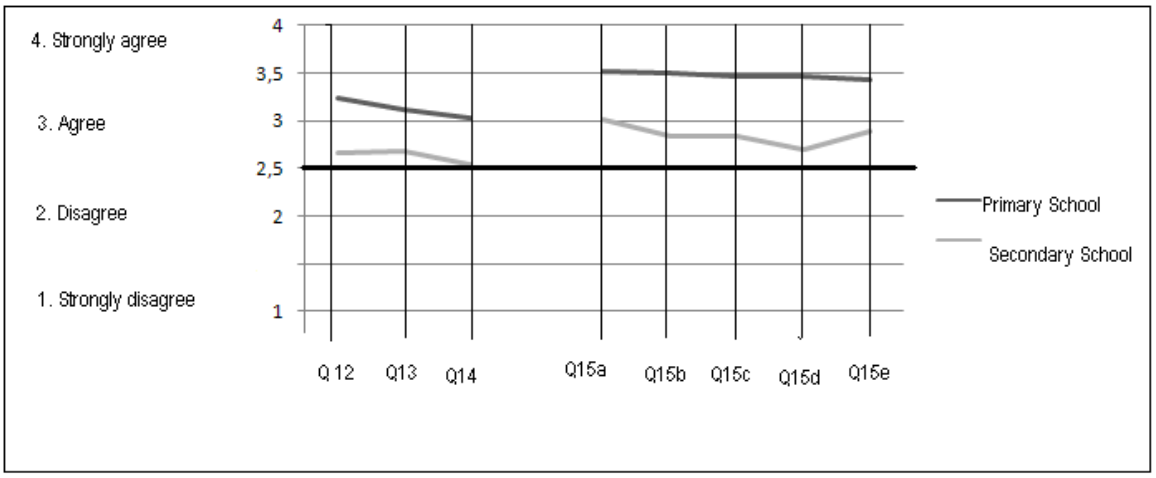


Table 10 Teachers' opinions about the effect of CPD on other teachers' skills

Table 10 shows that no one disagrees with the given statements. There is however a difference between the opinions of primary and secondary school teachers. Primary school teachers agree stronger on the statements about self evaluation and action research. (Score 3.2) Secondary school teachers are more undecided about these aspects. (Score 2.7) The same pattern is to be seen in the opinions about practical teaching skills like 'lesson planning', 'variety of teaching techniques' and 'assessment practice'. The primary school teachers agree also here more strongly, (average score 3.3) while secondary school teachers mostly agree or tend to be neutral (average score 2.7).

In the *open answers* of the *teacher questionnaire* the teachers named fourteen different teaching skills that they have acquired because of CPD. In the table below these are ranked in priority. For each skill the percentage is given of the number of teachers who mentioned this skill.

Rank	Teaching skill	N:267
1.	Apply active learning methods	41%
2.	Share experience with colleagues	18%
3.	Solve problems; apply action research	16%
4.	Handle different levels of students	11%
5.	Work together as a team	9%
6.	Apply continuous assessment	8%
7.	Better lesson planning	7%
8.	Alert for and apply gender issues	6%
9.	Improve communication and English language	4%
10.	More efficient classroom management	4%
11.	Built relations with community.	3%
12.	Improve attitude and civic education lessons	2%
13.	Alert for and apply HIV/Aids issues	2%
14.	Develop reading habit	1%

Table 11 Ranking of teaching skills acquired by CPD

Table 11 gives the total overview of all the benefits CPD has on teaching skills as mentioned by the teachers. Three skills were already presented before: "Apply active learning methods", "Share experience with colleagues" and "Work together as a team". With "Solve problems; apply action research" they belong to the most important benefits of CPD as seen by the teachers. Also "Handle different levels of students", "Apply continuous assessment" and "Better lesson planning" belongs to the most mentioned teaching skills.

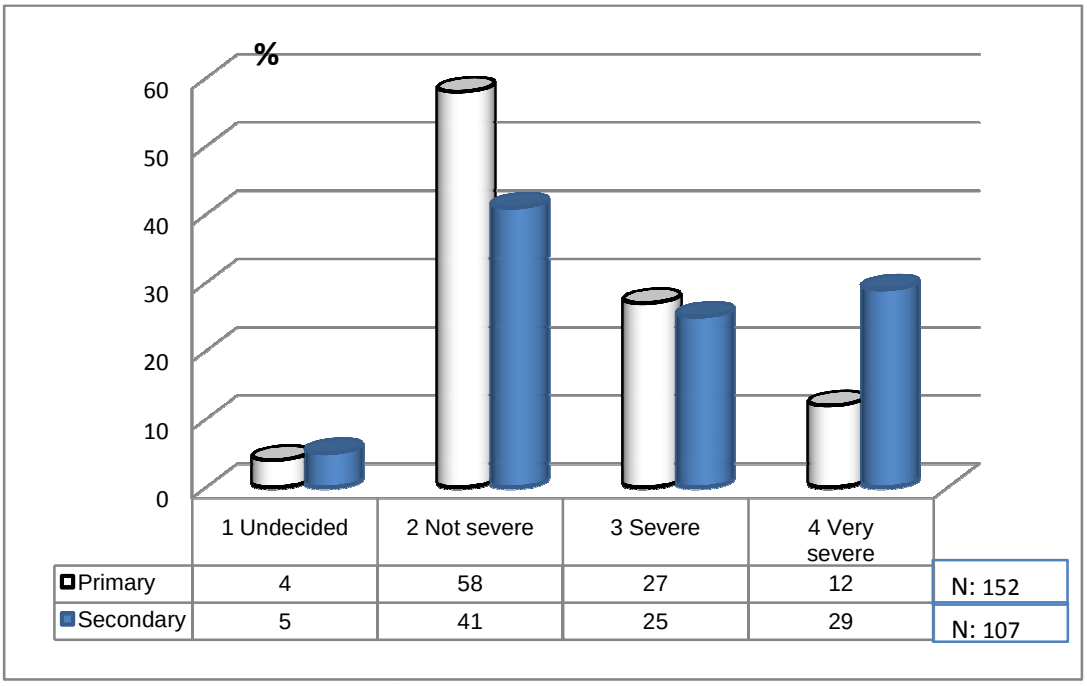
Table 11 shows that CPD developed a lot of different teaching skills for many teachers. It gives however no insight about the quality of the skill. In other words: The teacher practices new acquired teaching skills regularly or could it be that the new teaching method is it only an exercise that is tried out as a compulsory activity of the CPD course? If no reinforcement is done than teachers probably return after the exercise to traditional teaching methods.

2.5 THE CONTENT OF CPD AND THE LEARNING NEEDS OF TEACHERS

Does the CPD course meet the learning needs of teachers? We asked this question in the *focus group discussions* and in the *teacher questionnaire*. In that questionnaire a number of teachers used the open answers to respond in their own words. Another answer was given in the interviews by the education officers of the Woredas and Zones.

Question 21f of the teaching questionnaire checks most directly if the CPD course meets the learning needs of teachers. The question is:

Please rank the following challenges depending on the severity they caused on your CPD training: Irrelevancy of the contents in the CPD course (1- Undecided; 2 – Severe; 3- Not severe; 4 – Very severe).



	1 Undecided	2 Not severe	3 Severe	4 Very severe	
Primary	4	58	27	12	N: 152
Secondary	5	41	25	29	N: 107

Table 12 Irrelevancy of CPD content

Most of the primary school teachers consider the content of the course not as a severe challenge (58%). The secondary school teachers are less satisfied with the course. More than half of them (54%) find the content irrelevant; it is seen as a severe (25%) or even very severe (29%) challenge.

Another question is: what are the topics that meet the needs of teachers?

From the *document analysis* of the portfolio it was already known that continuous assessment, applying active learning methods and doing action research were frequently mentioned. Also in *the open answers* of the *teachers' questionnaire* these topics were frequently written down.

Below follows an overview of the answers teachers have given in the *focus group discussions*.

The question is Does *CPD meets my learning needs?* The answers of the teachers are ranked in order of frequency with typical examples of the reasons given for this opinion.

CPD meets my learning needs

1. Action research - *"This was new and we could solve problems of the school and problems with students."*

2. Active learning methods – *"It taught me how to work in groups and make my lessons students centred.*

3. Continuous assessment – "*I can identify between slow and fast learners."*

4. HIV/Aids and Gender issues – *"Not only attention is given to the class but also information was given for the community."*

5. Introduction activities in the induction course – *"Very useful to know the team and the school very well in a short time."*

6. English – "*I developed my language skill.*"

Especially teachers of the secondary schools are more critical about the content of the CPD course. Below is a list in order of frequency with typical examples of the reasons given for this opinion.

CPD does not meet my learning needs;

1. The content of the CPD course is redundant.

2. There is no subject centred methodology. – *"In the CPD course nothing is said how to teach my subject." And "The content is not related to the curriculum."*

3. *H*IV / Aids is repeated in the CPD course. – *"All the time we get these topics, it is boring."*

4. Gender issues should not be in the CPD course. – "*This topic is the aim of the Government, it would be better to concentrate on the teaching learning process."*

5. The methodology topics are not suited for the Ethiopian situation. – *"The theory of CPD is good but they don't take into account that we have no books and classes with more than 60 students.*

Only a few suggestions were given which other topics could be included in CPD. Only individual teachers mentioned some.

Suggested new topics for CPD

- How to use modern technology in class. (More often mentioned)

- Agriculture and forestry

- Genital mutilation

Opinions of supervisor and principals about CPD and the learning needs of teachers

In the *questionnaire* for the *principals and supervisors* was asked to rank which aspect of the CPD course they considered as the most important for the effectiveness of the course. This is how they ranked it – 1 is the most important, 4 is the least important aspect;

1. I need more training to support my schools.
2. The CPD course meets the learning needs of teachers.
3. Using Amharic makes the course easier to understand.
4. Facilitators of the course should have more training.

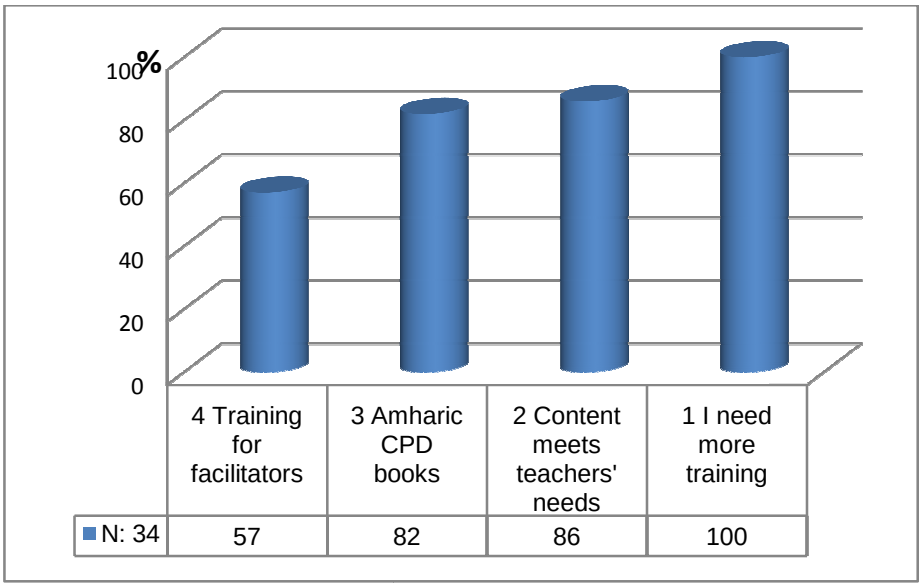


Table 13 What makes CPD most effective

The results in table 13 show what is seen as "effective" and "most effective".

It is remarkable that the training of the facilitators is ranked on the fourth position. Remarkable because later we will see that the teachers see this as the most important factor why CPD is not as effective as it could be. In the questionnaire some principals added some comment as explanation:

> *"The CPD course must concentrate on the practice of teaching."*

As we have seen before this opinion is shared by all teachers.

2.6 THE EFFECT OF CPD AS SEEN BY THE WOREDAS AND ZONES

With 8 Woredas and 5 Zones a total of 13 interviews are held about the implementation of CPD. One of the questions in this interview was:

'*What is in your opinion the main effect of CPD*?'

Before the overview is given of the answers it is good to realise that there are very big differences between the Woredas. The smallest Woreda, Bati, has 17 schools with 2 cluster centres. The biggest Woreda, Chilga, has 165 schools with 19 cluster centres. The Zones vary also a lot in size; North Gondar with 1057 schools and 23 Woredas is the biggest; Bahir Dar City administration with 61 schools and no Woredas is the smallest.

Rank	Topics N: 13	N
1.	The problem solving skill of teachers and schools has improved.	9
2.	Teachers have a better professional attitude.	8
3.	More teaching aids are produced.	4
4.	Sharing experience between teachers has improved.	3
5.	Teachers apply more active learning methods.	3
6.	The students study results are improved mainly because of CPD.	2
7.	There is a better classroom management.	2
8.	Schools started the organisation of tutorial classes for slow learners.	1
9.	The effect of CPD is not high.	1
10.	Teachers have developed their English language skill.	1
11.	Teachers are more alert on Gender/Hiv topics	1
12.	Teachers apply continuous assessment.	1

Table 14 Effect of CPD according to Woredas and Zones

All topics mentioned by the educational officers of the Woreda and Zone are also mentioned by the teachers, principals and supervisors. Table 11 gives a list of other teaching skills that gives the same topics as the one here in table 14 from the Woredas and Zones. The main difference is the sequence. Teachers tend to give the highest priority to teaching skills, e.g. 'apply more active learning

methods'. The educational officers tend to look at school level, e.g. 'the problem solving skill of schools has improved'. The main source for information of Woredas and Zones are the portfolios and reports of supervisors. Most of it does not come from direct class or school observations. This can also be a reason that the Woreda/ Zone observations are more general.

The one critical observation 'CPD has not much effect' is from a Zone who expressed the opinions of the secondary school in his Zone. Most of the evaluations are done by Woredas and they talk about the primary schools. For primary schools the conclusion can be that Woredas/ Zones see in general many good effects of CPD.

SECTION 3 THE IMPLEMENTATION OF CPD

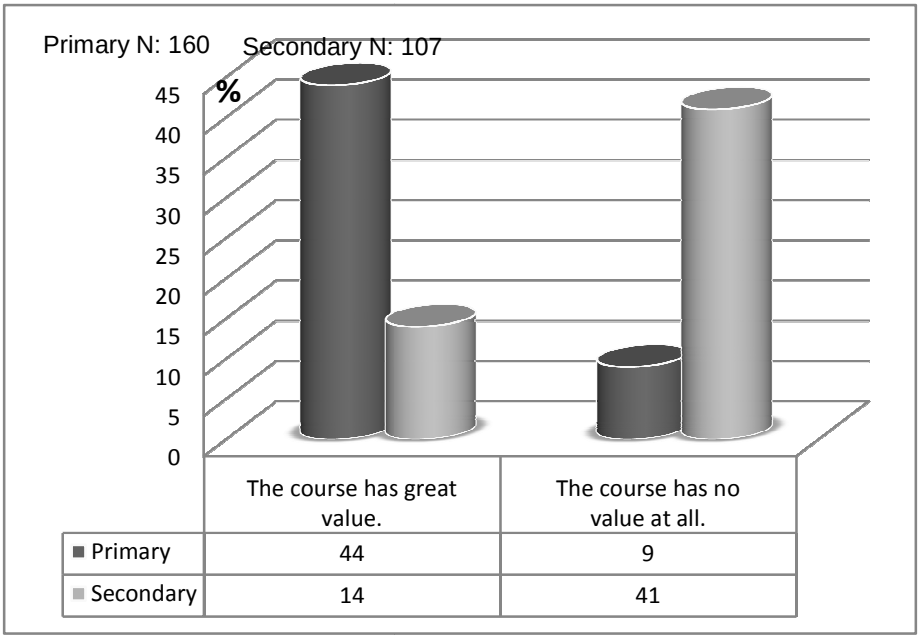
The question that has to be answered in this section is;

In what way has the cluster policy of the Amhara region supported teachers in improving the teaching practice?

The question will be answered at two different levels; first at school level and after that at cluster level.

3.1 Implementation of CPD at school level

In the *open questions of the teacher questionnaire* more than half of the teachers gave an overall evaluation of the effect of the CPD implementation



	The course has great value.	The course has no value at all.
Primary	44	9
Secondary	14	41

Table 16 General impression of teachers about the effect of CPD implementation

There is a huge difference between the opinions about CPD between the teachers of primary and secondary schools. 44% of the primary school teachers write in the *open ended part of the questionnaire* that the course has great value. Teachers from secondary schools did the opposite, 41% wrote that CPD has no value at all. This seems to be an important observation in deciding how to continue with CPD implementation at different levels. Other aspects of the implementation at school level as is seen by the teachers will be analysed in the paragraph about the administrative and content constraints of CPD.

3.1.1 THE ROLE OF THE PRINCIPAL IN THE IMPLEMENTATION OF CPD

A very important aspect of the implementation of CPD is the support that is given to the teachers to take part in the CPD. At school level teachers should get support from their facilitator and from the principal. Fullan (1993), cited in Mintesnot (2008), revealed that for effective professional development of teachers, principals have to be actively participated in coaching teachers and be catalyst for the change process. "To make the implementation process fruitful and effective, principals can play a tremendous role." That is why a number of questions in the *teacher questionnaire (*questions 16 – 20) are about the support from the principal. The CPD guidelines (MOE 2004) give in paragraph 10.3 a detailed overview of the responsibilities of school directors in the implementation process. The questions are based on these responsibilities. The questions are given together with the corresponding responses of the teachers in table 17.

Q No	**N: 248** **Questions about the support of the principal on the practice of CPD training.**	**Options** **4** **Strongly agree**	**3** **Agree**	**2** **Disagree**	**1** **Strongly disagree**
Q16	The school principal usually arranges inter school visit programs.	21%	32%	33%	**15%**
Q17	The school principal frequently arranges intra group discussion forums at school level.	16%	30%	35%	**19%**
Q18	The principal usually encourages and supports me to exercise and try out peer evaluation.	18%	37%	31%	**14%**
Q19	The principal pays visit to observe and consult my group while discussing and doing the CPD activities in group.	18%	31%	35%	**17%**
Q20	**The principal usually gives me constructive feedback after observing my port folio.**	**24%**	**36%**	**25%**	**15%**

Table 17 Principals support on the practice of CPD training

The pattern of the answers is almost the same for all items. Half of the teachers agrees, the other half disagrees with the statements.

There is however a big difference in the opinions of the primary and the secondary school teachers. In table 18 the answers are split between primary and secondary school teachers. and condensed to Disagree or Strongly disagree. We see than that most of the secondary school teachers think that they did not get much support of the principal on the practice of CPD training: 65% of the secondary school teachers responded that they were not encouraged by the principal to try out peer evaluation and up to 74% of the teachers was not observed in class. On the other hand the majority of the primary school teachers (strongly) agree that they received support from the principal on all the aspects they were asked about.

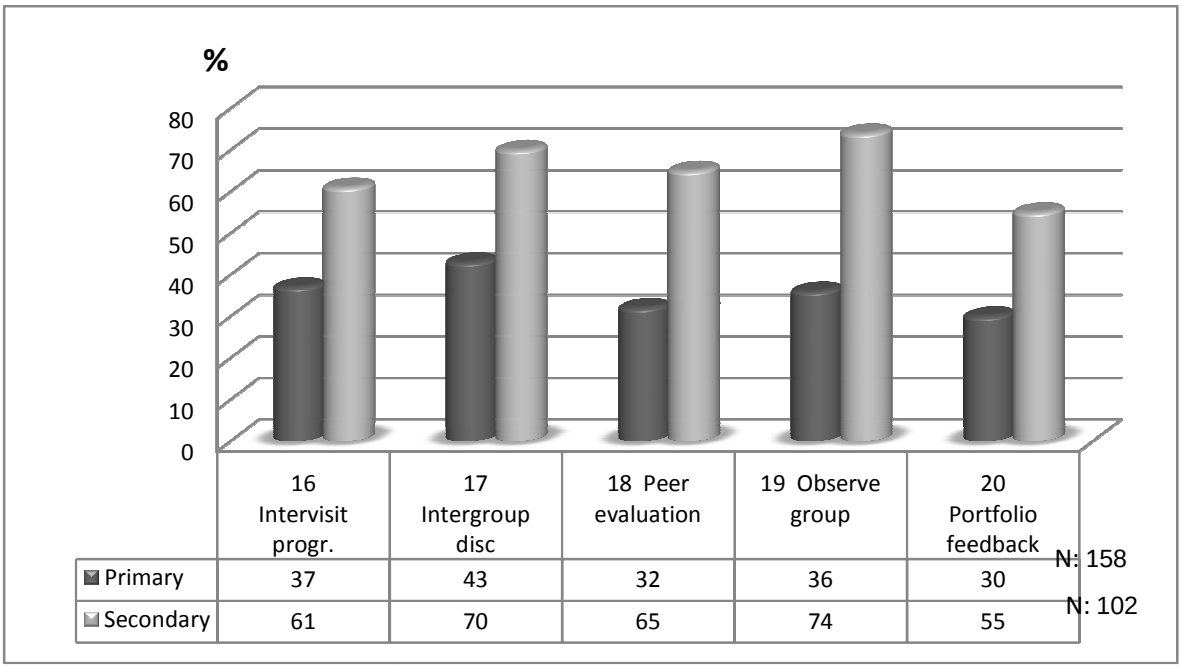


Table 18 Principals' support according to Primary and Secondary school teachers

The difference between primary and secondary schools about the support of the principal can partly explained by the differences in school organisation and the size of the schools. There is in general less contact between the secondary school teacher and his/her principal, compared to the situation in primary school.

Around one third of the primary school teachers respond that they received no or little support of the principal. This can be stated positive; the other two third of the primary school teachers had support of their principal while doing the CPD training.

3.1.2 SUPPORT GIVEN ACCORDING TO THE PRINCIPAL AND SUPERVISOR

What the teachers say about the support that they have received can be compared with the opinions of the principals and the supervisors. The questions are a part of the *questionnaire for principals and supervisors*. Table 19 gives the overview of the answers of principals and supervisors on questions about the kind of support and the frequency of that support they have given to their teachers.

N: 32	Questions	Weekly	Monthly	Quarterly	Yearly	Never
Q20	Arrange inter school visits	10%	6%	10%	42%	32%
Q21	Initiate group discussions at school level	0%	0%	9%	39%	52%
Q22	Encourage team members to try out peer evaluation	10%	3%	10%	58%	19%
Q23	Give feed back to the team about their portfolio	3%	6%	22%	41%	48%
Q24	Do class observations	3%	6%	30%	42%	18%
Q25	Assess the learning needs of team members	3%	6%	25%	41%	25%

Table 19 CPD Support provided by the principal for his team

According to the principals they all support their team on all five aspects of the questionnaire, but this is not done frequently. '*Doing class observations'* and '*Encourage team members to try out peer evaluation*' is on yearly base the activity most done by the principals. Initiate group discussions at school level and give feed back to the team about their portfolio are the activities that are not done at all by half of the respondents.

These results fit on most aspects with the teachers opinions. Also most teachers responded that the principal gave support in encouraging them to try out peer evaluation.

Surprisingly however more teachers say they received feedback on their portfolio, where the principals say that they have not given feedback or only very seldom. In the *portfolio observations* no written feedback was given, only a signature. It is possible that a number of teachers have seen this signature as an approval of their work and noted this as a form of feedback.

3.2 IMPLEMENTATION at cluster level

The question to be answered in this paragraph is:

What is the influence of the cluster system on the implementation of CPD?

The cluster policy of the Amhara region is written out in the Amhara *Region Primary Schools Cluster Organization and Management Guideline.* The objective of forming school clusters is "Maintaining quality and efficient education and creating good citizens." The guideline defines in detail the organisation, responsibilities and tasks of the clusters. There are a number of organisation models for the clusters but in the group of respondents the clusters that are involved have the model that is most seen in Amhara: one primary school forms the cluster centre for 4 to 8 member schools. The centre school is called the cluster school. Each cluster should have a supervisor and a cluster committee. This committee should be formed with the supervisor of the cluster as the chairman and the principals, a number of teachers from the member schools and persons from the community as members. In the research we are especially interested in the relation between implementation of CPD and the cluster system. This is one of the responsibilities of the cluster. The guidelines for the clusters refer only to primary education. That is why in this paragraph about the implementation of CPD at cluster level *only the collected data of the primary schools are used.*

In the next paragraphs first an examination will follow about the practical effect of the school cluster by examining the organisation of the inter school visits for CPD and the impact of the cluster resource centre on the practice of teaching. After that we will examine the role of the cluster committee, the support for the cluster centre and the role of Woreda and Zone in the CPD implementation process

3.2.1 ORGANISING OF THE INTERSCHOOL VISITS FOR CPD

One of the tasks of the cluster is to organise meetings after every 5 CPD sessions. In these meetings the teachers of the member schools share experience about a number of the topics that have been covered during the CPD course.

Organising meetings with teachers in relation to CPD is a task of the supervisor for the cluster (interschool visits) and of the principals at school level. In the questionnaire for principals and supervisors one of the questions was about the frequency of these meetings. The question is:

What is the frequency of the following activities during the last half year of 2007 – 2008?

	Question	Weekly	Monthly	Quarterly	Yearly	Never
N:26	Meetings with teachers in relation to CPD	73%	23%	0%	0%	4%

Table 20 Organising meetings for CPD

The answers make it very clear that almost 100% of the supervisors and principals are frequently organising CPD meetings. Before (See table 5) we have seen that 60% of the teachers have always or

most of the time taken part in interschool visits. How satisfied are teachers with these meetings? Do they have the idea it is helping them in their teaching practice? In table 21 are the results of two questions from the teacher questionnaire about their ideas about the effect of these meetings.

	Question	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly disagree
N: 116	Meetings held at cluster level are useful to share experiences on the CPD training.	10%	60%	19%	10%
N: 128	During the inter school visit programs, teachers from the partner schools are cooperative and willing to share experience.	15%	45%	26%	15%

Table 21 Sharing experience in cluster meetings between primary school teachers

The pattern of answers shows that the sharing experience sessions with other schools is seen as useful by the great majority of the teachers. Most teachers are also satisfied with the willingness of the partner schools to share experience.

The role of the cluster is however not clear. It is very possible that these cluster meetings for CPD are organised by the principals, supervisors or facilitators without the cluster school and the cluster committee being the initiator.

3.2.2 ROLE OF THE CLUSTER RESOURCE CENTRE ON THE PRACTICE OF TEACHING

One of the main objectives of the cluster system is to encourage teachers to produce local teaching materials. The resource centre is the place to make these teaching aids accessible for the teachers of the cluster and the member schools. Using teaching aids is also a part of the CPD training. That is why the functioning of the resource centre is part of the research. In the *questionnaire* for the *principals* and *supervisors* two questions are about borrowing teaching aids and one question about the effective use of it.

N: 28	Topic	Weekly	Monthly	Quarterly	Yearly	Never
N: 27	Teachers of cluster school borrowed teaching aids and materials from CRC	27%	15%	8%	12%	38%
N:21	Teachers of Satellite/ ABE school borrowed teaching aids and materials from CRC	29%	24%	10%	5%	33%

Table 22 Estimation of use of the resource centre

Many teachers of the cluster schools (38%) don't use their cluster centre at all or only once a year (12%). The same is true for the teachers of the member schools. It is surprising to see that – according to the respondents – the teachers from member schools seem to make more use of the centre than the teachers of the actual school. The most likely explanation is that a number of the respondents did not understand the question. This is the only question of the questionnaire with so many blank answers: Out of the 28 respondents only 21 responded. For the other questions the maximum of blank answers is only 2. In the cluster guideline it is said that the resource centre of the cluster school can be a place from where teaching aids are shared out for the member schools. The explanation for the unrealistic responses could be that many respondents (25%), not knowing the guideline, left it blank while some others might have made a wild guess because of not correct interpreting of the question.

Another question is about the satisfaction supervisors and principals have with the effective use of the teaching aids.

N:	Topics .	4	3	2	1
		Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
27	Effective use of teaching aids.	31%	46%	19%	4%

Table 23 Satisfaction with the effective use of teaching aids

The answer pattern shows that about half of the respondents (46%) are satisfied about the effective use of teaching aids; almost one third (31%) is even very satisfied about it.

So principals find it important that in the cluster and in CPD the topic of teaching aids gets full attention. The answers to this question do not make clear however to what extent the effective use of teaching aids is related to working in clusters. It is very possible that making teaching aids is an activity of the school, independent of working together in clusters. The fact that all the observed member schools have their own pedagogical centre with teaching aids gives reason to assume this.

There is other information about the use of teaching aids. In the *lesson observations* one of the observation points is the use of teaching aids. In the secondary schools there were no teaching aids other than the blackboard. Table 24 gives the overview of the observations for the primary schools.

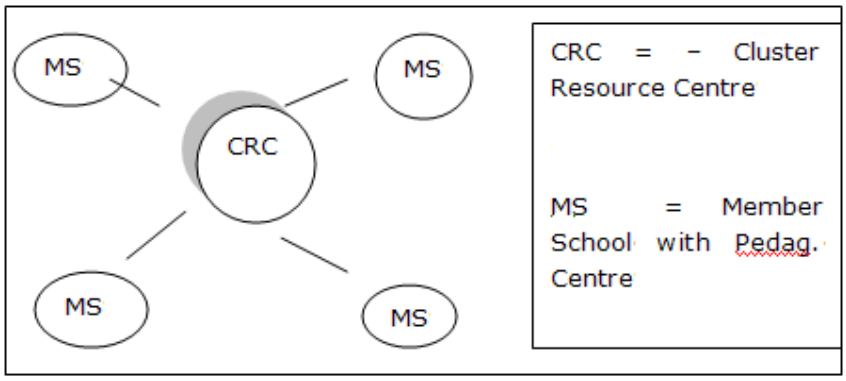
Number of observations in primary schools.	Aids used from resource or pedagogical centre	Class room aids	No teaching aids
N: 18	1	3	14

Table 24 Observed use of teaching aids

In the table a distinction is made between teaching aids from the resource or pedagogical centre and Class room aids. The last one is those teaching aids that are all the time available in the class room and not borrowed from the centre.

A teaching aid from the resource centre was used in only one lesson (During the observed lesson a pupil was ordered to pick it up!). In a few other observations the teacher used class room aids to visualise numbers. In all the other observations no additional teaching aids were used except the blackboard, textbooks and pens.

Part of the research has been the *observation of cluster centres and pedagogical centres*. The term cluster centre is used for the place where teaching aids and tools are stored in the cluster centre. The cluster centre should be accessible for the teachers of the cluster and for the member schools.



The term *pedagogical* centre is used for the place where the member schools store their teaching aids and tools. A remarkable observation is that in none of the observed cluster centres were teachers of member schools registered for borrowing teaching aids. The conclusion is that for the use of teaching aids member schools are self contained. Cluster and member schools do not share teaching aids.

In table 25 an overview is given of the observations. One cluster school has no resource centre. It was said that it is in construction. From the member schools also one has no pedagogical centre. This is a school with only three class rooms. All other observed schools are bigger and have a centre with teaching aids.

CRC	Cluster centre exists?	School made aids	Factory made aids	Register	Frequency of use	Labelled and easy accessible
N: 9	8 CRC have a cluster centre with a workshop.	All 8 CRC have many school made teaching aids	2 out of 8 have some factory made aids (globe, models)	All 8 CRC's have a register that gives an overview of who used the CRC.	2 out of 8 are used weekly. 4 were used monthly by some teachers. 2 out of 8 were used seldom.	4 out of 8 have good labelled aids, well exposed. 3 have no labelling and bad exposure; 1 no labels but good exposure.

Ped. C.	Pedagogical centre exists?	School made aids	Factory made aids	Register	Frequency of use	Labelled and easy accessible
N: 9	8 out of 9 member schools have a pedagogical centre.	All 8 have many school made teaching aids.	1 out of 8 has some factory made aids (globe, models)	All centres have a register. 6 out of 8 are up to date in giving the overview of users.	2 out of 8 are used weekly. 4 are used monthly by some teachers. 2 are used seldom.	2 out of 8 have good labelled aids, well exposed. 4 have no labelling and bad exposure; 2 no labels but good exposure.

Table 25 Observations of Cluster and Pedagogical Centres in primary schools

A number of the cluster schools have two centres: one for grade 1-4 and one for grade 5 – 8. Half of the schools have a library. Often one of the teachers has got additional time to manage the cluster centre. In a few schools there was a non-teaching person managing the cluster centre and or the library. Two of the cluster schools also have a so called model-class. That is a class room full of displays and teaching aids.

As one can see in table 25 the quality between the centres varies enormously. On the one hand there are a few centres that are used daily with an attractive and comprehensive exposure of the teaching aids. On the other hand there are centres that look like store rooms with hardly any light, sometimes even leaking roofs; dusty, closed during classes and hardly used by teachers.

There is also a wide variety between the frequencies of use by the teachers within one school. Some do not use the resource centre at all. Most of the teachers use it, according to the registry for a few subjects once in a quarter. Only a few teachers make regularly use of the resource centre. In general the quality of the centre is better and more frequently used in the cluster schools than the pedagogical centres of the member schools.

The observations do not match with the answers given in the questionnaires. In the first place it is observed that the cluster centres have no function in facilitating member schools. The answers in the questionnaire gave the impression that the cluster schools do have that function.

Another mismatch is about the frequency of use of the teaching aids. In 18 lessons hardly any use of teaching aids from the resource centre. This also gives the impression that the responses of the principals and supervisors about the frequency of use are estimated too high.

With the observed little use of teaching aids also some new questions arise in interpreting the answers of principals about the satisfaction about the use of teaching aids (Table 24) . There one could see that most respondents are satisfied or even very satisfied with the use of teaching aids. Why? An explanation can be that the professional wanted opinion is that teaching aids are important and to qualify you as a quality school one should be satisfied or very satisfied with the use of teaching aids. In that situation it can be hard to confess that teaching aids are hardly used and that it is still a long way to have this implemented well.

3.2.3 THE ROLE OF THE CLUSTER COORDINATING COMMITTEE

To find out how the cluster functions an important question is if the cluster coordinating committee has regular meetings. Therefore in the questionnaire for the principals and supervisors of the primary schools a question is added about the frequency of meetings of the cluster coordinating committee:

What is the frequency of the following activities during the last half year of 2007 – 2008?

The respondents could choose between: "Meetings of CRC coordinating committee: Weekly / Monthly / Yearly / Never."

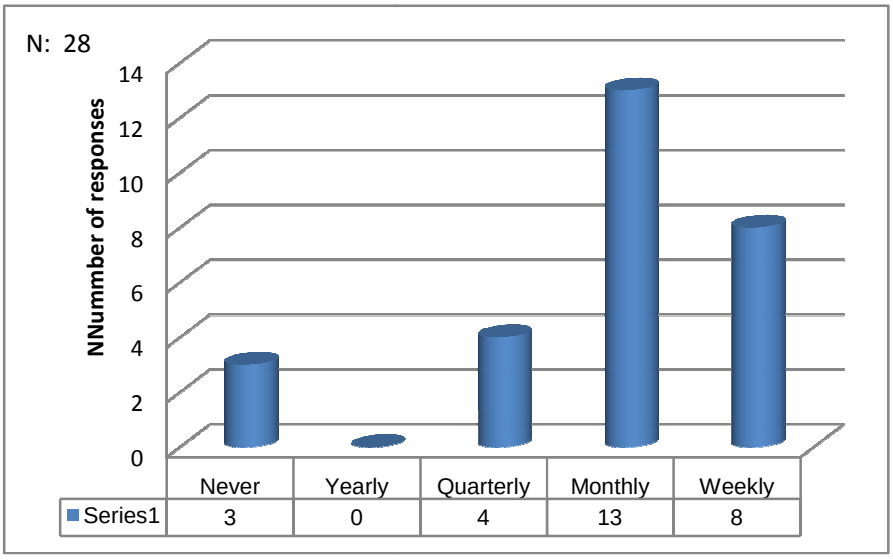


Table 26 Frequency of meetings of the coordinating cluster committee

The answers give the idea that most of the school have regular committee meetings. However, other data sources suggest that some principals or supervisors misinterpreted the question. In the *focus*

group discussion three persons said that there is no cluster committee but in the questionnaire they responded that there are monthly or even weekly meetings with this committee! What can be the reason that probably a number of respondents misinterpreted the question?

In the *interview with Woredas and Zones* all education officers said that they organise meetings for the schools. The frequency of these meetings varies from 1 time in a year to weekly meetings. Most of the meetings have a frequency in between monthly or twice a month. The main purpose of the meeting is to share experience and discuss current problems. All the school principals and supervisors meet regularly and it is very well possible that some of them mixed up the meetings of the Woreda with the cluster committee meetings. Another reason for confusion about the cluster committee questions is the fact that the time of the research was a transit situation to new cluster guidelines.

Another question for the principals is about the satisfaction with the cluster committee meetings. The respondents could make a choice from very dissatisfied to very satisfied. Table 26 shows that the principals and supervisors are in general satisfied with these meetings, although one out of three is dissatisfied or very dissatisfied.

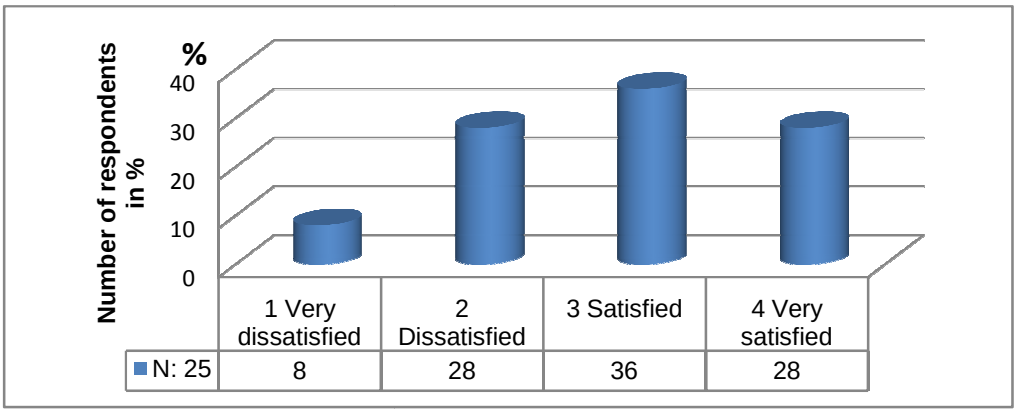


Table 27 Satisfaction with cluster committee meetings

The same remarks about these answers can be made here as is done just before; if the concept of 'what is a cluster committee?' is not clear for all supervisors and principals then the answers on this question are not fully reliable.

3.2.4 SUPPORT FOR THE CLUSTER CENTRE

The cluster centre only can function well and play its part in the CPD implementation if there is sufficient support for the persons who play a key role in the implementation process. The *questionnaire* for *principals* and *supervisors* has a number of questions about the support. First the questions for the supervisor about the support he has received.

What is the frequency of the following support activities for supervisors during the last half year of 2007 – 2008? Mark in the corresponding box the number of meetings / actions.

N:	Topic	Weekly	Monthly	Quarterly	Yearly	Never
27	Supervision conducted by WOE or ZED or AREB.	4%	30%	44%	7%	15%
27	WOE calls for consultative meetings.	7%	33%	30%	19%	11%
25	AREB calls for consultative meetings.	0%	8%	7%	24%	60%

Table 28 Support for supervisors

Table 28 gives the answers as is given by the supervisors and principals together. It shows that there is regularly supervision and consultative meetings given by the Woredas. The frequency of these meetings arranged by the ZED or AREB is not or seldom happening.

Another question is about the work of the supervisor. To what extent does he give the principal support within the school cluster? This question was to be answered by the principals only:

I am satisfied about the way the school cluster is functioning concerning the following topic:

N: 17	4 Very satisfied	3 Satisfied	2 Dissatisfied	1 Very dissatisfied
Support from the supervisor	29%	59%	6%	6%

Table 29 Supervisors' support for principal

Within the cluster it is obvious that most of the principals (59%) are satisfied or even very satisfied (29%) about the support of the supervisor. A good work relation between supervisor and principal is one of the conditions to make the implementation of CPD successful. According to these research data that condition is fulfilled in most of the cluster schools.

Is there more support from others, e.g. PTA for principals and supervisors? This question was asked and the answers go into different directions. See table 30. Most are satisfied (56%) but one third of the respondents are dissatisfied or very dissatisfied. The respondents did not make use of the open answers to explain or name other stakeholders who might give support for the cluster. In the interviews with principals others were mentioned because of their support for the school: PTA and NGO's. A reason for not mentioning others in the questionnaire could be that the cluster is not seen as an important organisation to facilitate professional development.

N: 27	Topics	4 Very satisfied	3 Satisfied	2 Dissatisfied	1 Very dissatisfied
	Support from others (e.g. PTA, teachers, Woreda)	8%	56%	28%	8%

Table 30 Support from others

The principals and supervisors were also asked to prioritise the main challenges for the cluster system. Compared with two other challenges "Lack of support to manage the cluster" was seen as the least challenge. See table 31. About half of the respondents (48%) think that the lack of support is the 'least challenge' for the functioning of the cluster system. This is remarkable when we compare this with other collected data. In another paragraph (Table 13 What makes CPD most effective) one could see the ranking of the factors that make CPD most effective. All respondents (100%) have put there as the highest priority: "I need more training." It seems that there is a great need of training for CPD but not to manage the cluster.

N: 27 What are the main challenges for the cluster system?	4 Biggest challenge	3 Challenging	2 Little challenge	1 Least challenge
Lack of materials	48%	4%	26%	22%
Motivation of teachers or others	26%	26%	15%	33%
Lack of support to manage the cluster	22%	7%	22%	48%

Table 31 Challenges for the cluster system

The support for the cluster system is mainly arranged by the Woredas and the supervisors. The Woreda support is not specific for the cluster system but it is integrated with other forms of monitoring schools and support of CPD implementation and other educational programs.

A number of the schools is not sure if they have a cluster committee. Support to manage the cluster system has for them no priority. It seems that the cluster system is not seen by the principals as a strong organisation. Therefore it can be that the cluster is mainly an administrative organisation form that is important for the Woreda and supervisor to organise the field of work.

3.2.5 SATISFACTION WITH THE FUNCTIONING OF THE SCHOOL CLUSTER

The principals and supervisors were asked to evaluate the functioning of the school cluster on a number of topics. In the table these topics are ranked on a scale from 1 to 4; 1 = Very dissatisfied and 4 = Very satisfied. The most satisfactory factor is the 'Effective use of teaching aids' and almost on the same rank 'Sharing experience with colleagues'.

However with an average score of 2.75 the answer pattern shows that the respondents are in a position between satisfied and undecided. There are no outspoken opinions about which factor makes the functioning of the school cluster satisfactory. There are no strong indicators for being satisfied with the functioning of the school cluster.

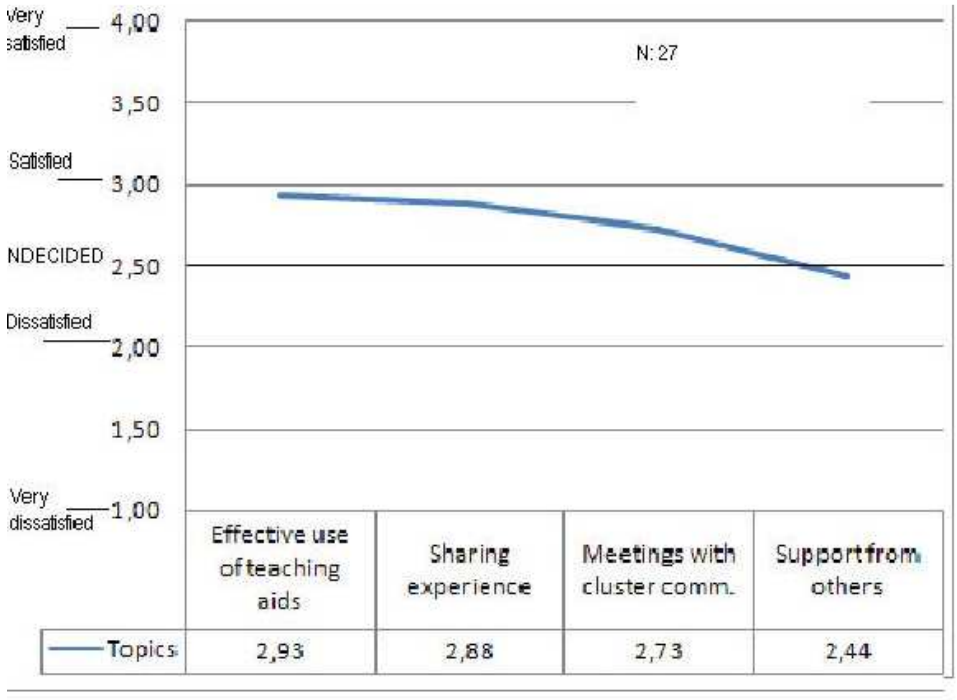


Table 32 Satisfaction with school cluster topics

3.2.6 ROLE OF WOREDAS IN IMPLEMENTING CPD

According to the CPD guideline of the ministry (2004) the Woreda and Zone education offices play an import role in the implementation process of CPD. The main implementation responsibility of the Woredas is, still according to the guideline:

"Plan, organise, coordinate, supervise and support CPD programmes and ensure their effective implementation in the local context." That is the main task. Out of that others are deducted which includes other activities; distributing the materials (together with REB's), providing practical support for the cluster centres and facilitating the CPD implementation are other responsibilities.

In order to answer the question about the effect of the cluster policy on the practice of teaching information is needed about the role the Woreda has in the implementation) process. The responses of the interviews with 5 Zones are combined with the interviews of 8 Woredas. Concerning the role of the Woredas in the implementation process the following topics are raised:

In what way does the Woreda organise support activities for the supervisors and principals to implement CPD?

The following activities were mentioned by most Woredas:

- Monitor the implementation process of the cluster and CPD by using a checklist

  The checklist is not only for CPD but also has items for other innovative programs, e.g. S.I.P. All Woredas mentioned that there is no difference in the way they monitor the CPD implementation and the cluster system. The checklist is distributed to the supervisors. The portfolio is one of the checkpoints to find out if the schools are active with CPD and in what way they do that. The cluster supervisors visit the schools and make a report for the Woreda educational office. Other ways of monitoring is random visits to schools by Woreda education officers. This was mentioned by 4 out of 8 Woredas.

- School meetings

  All Woredas organise meetings for the schools. The frequency of these meetings varies from once a year to weekly meetings. Most have a frequency in between: monthly or twice a month. Two Woredas mentioned they work according to a year planning. The school meetings are part of this year plan. The main purpose of the meeting is to share experience and discuss current problems. The input is given by the Woreda, based on the reports and by the schools. Two Woredas said they organised these meetings in different schools. In this way the attendants could observe other schools and use the good examples for their own school.

- Special activities

  One Woreda motivates school teams by selecting every year the best school. Another Woreda has formed a school management work group by which schools learn to work together.

- Other training sessions

  In 3 out of 8 Woredas there have been training sessions for supervisors and principals organised together with TEI. One of these three organised a training session with a University. Only one of the Woredas organised training session for their own staff about CPD.

SECTION 4 ADMINISTRATIVE AND CONTENT CONSTRAINTS IN THE CPD IMPLEMENTATION

The question to be answered in this paragraph is: *What are the administrative and content constraints for implementing CPD?*

In the answers that will be given there are two types of constraints; content and administrative. The term content has to do with all the constraints that are seen in the content of the CPD course, e.g. 'The course is too difficult. The term administrative constraints in the research question can be interpreted in different ways. In this report it will be used in the following way:

Administrative constraints are all the restrictions that mostly can be solved by administration; e.g. there is no supervisor for a school cluster or there are no CPD books available.

As mentioned earlier, the secondary schools do not work in the cluster system. All the constraints that have to do with the cluster system will be restricted to primary education.

4.1 CONSTRAINTS FOR CPD ACCORDING TO THE TEACHERS

The main target group for the implementation of CPD is the teacher. In the research the teachers could give their opinion about the implementation process on their school on two occasions; in the focus group discussion and in the teacher questionnaire

In research literature about CPD a number of constraints are found (AREB, 2008)(MOE, 2008) (A. Liyew, 2008). These constraints were used in the *teacher questionnaire* by asking the teachers to rank six well known constraints.

The constraints are ranked in order of severity as this is seen by primary and secondary school teachers together. In the third and fourth column the ranking is given separately for the primary and the secondary schools. The teachers could score on a scale of 1 to 4 where 1 is the least severe and 4 is very severe. The last column gives the average scores. The highest score is 3.6 that means this constraint is seen as very severe.

Rank	Constraint	Primary ranking	Secondary ranking	Score Scale 1 - 4
1.	Time constraints because of heavy work load.	1	1	3.6
2.	Lack of trained facilitators.	2	2	3.5
3.	Insufficiency of time allotment to finish each CPD course.	4	4	3.0
4.	Lack of training materials.	5	3	2.9
5.	Language problem (difficulty of the training manual).	3	6	2.8
6.	Irrelevancy of the contents in the CPD manual.	6	5	2.6
N: 264 (Primary and Secondary)		N: 158	N: 106	

Table 33 Constraints in CPD training

There is no difference in opinion between the teachers of primary and secondary schools about the main constraints. That is in the first place "Time constraints". The other very important constraint is the lack of trained facilitators. All teachers see this also as a very severe problem.

The constraint that is ranked in the third place has also to do with time. The complaint is that too many exercises are given and that these cannot be finished in the given time. This has to do with the content and the structure of the CPD course. More down on the list is the lack of training materials and the language problem. Both constraints were in the focus group discussions mentioned as problems that mainly occurred in the start of the CPD implementation process. There were not enough training manuals and the CPD manuals were in English. In many Woredas later more manuals came, although many teachers still think there are not enough.

The language problem is partly solved after the translation into Amharic. It is not completely solved because a big number of teachers still find the used language not easy to understand. Some concepts were not understood well or too many difficult words. This constraint also refers to the content of the CPD course. The primary school teachers ranked this constraint in the third position. The difficulty of the manual is in fact the only one where primary school and secondary school teachers have very different opinions about the severity. Primary school teachers ranked this as the third main challenge and secondary school teachers ranked it as number 6, the least important challenge.

In the *teacher questionnaire* one of the open questions is: (Q23) What suggestion do you have for the CPD training? Because this is an open ended question the answers cover a wide range of topics.

The answers are divided into two groups: first the administrative and after that the content constraints. The administrative have to do with the implementation of the CPD course. The constraints about the content have to do with the structure and the content of the CPD materials that are used.

Priority	Administrative topics N: 267	%
1.	Lack of trained facilitators.	29
2.	Time constraints because of heavy work load.	25
3.	Lack of training materials.	15
4.	Language problem English/ Native language and difficulty of the training manual.	9
5.	No awareness about the background of CPD.	7
6.	No incentives given for the extra hours and costs (financial or certificate).	4
7.	Lack of uniformity, especially with the portfolio.	3
8.	CPD should not be connected to the promotion ladder	2
9.	Administrators should mentor how CPD is done.	2
10.	CPD participation should not be forced.	1
Total		97 %

Table 34 Administrative constraints of CPD from the teacher questionnaire

As could be expected on top of the list of administrative constraints one can see the same topics as in the previous table 33. The language problem is partly an administrative matter (Administrators task to take care of translations into the native language.) and partly it has to do with the content (Write the course so that it is easy to understand.). The open answers request attention for some additional constraints that could be interesting for policy makers and administrators, e.g. by thinking about how to create more awareness about the background for CPD and in finding out if there are more ways to motivate teachers for CPD.

Priority	Content topics N: 267	%
1.	Irrelevancy of the contents in the CPD manual.	7
2.	Too much repetition especially on HIV and Gender issues.	7
3.	Insufficiency of time allotment to finish each CPD course.	5
4.	No feedback about exercises or assessment.	4

Priority	Content topics	N: 267	%
5.	No subject methodology.		2
6.	CPD is not practical for the Ethiopian situation.		2
7.	CPD content does not fit with the curriculum.		2
Total			29%

Table 35 Content constraints of CPD from the teacher questionnaire

The total number of constraints mentioned by the teachers concerning the content of CPD is much lower (29%) than about the administrative topics (97%). Teachers have more problems with administrative topics like time and untrained facilitators than with the CPD content. This underlines the finding as was reported in the paragraph about the needs of teachers (2.5).

The constraint "Irrelevancy of the contents in the CPD manual" is a very general comment that has some overlap with the two last constraints about 'not practical for the Ethiopian situation' and with 'CPD content does not fit with the curriculum.

The *focus group discussions* give more background information about the constraints that are mentioned in the teacher questionnaire and it gave also other constraints for CPD. The total amount of focus group discussions that are held is 18, so that is the maximum number of times a topic could be mentioned.

It is not surprising that in these discussions the same topics and in the same priority was brought in as from the teachers' questionnaire and the open answers of this questionnaire. *In the next two tables only the constraints are presented that are not named before*. First the administrative constraints are given and after that the content constraints.

Priority	Topics	Total N: 18	N:
1.	There is no knowledge about CPD at school- and at Woreda level.		3
2.	There is no place to assemble for CPD (and other) sessions.		2
3.	Sharing experience with other schools is impossible because of the distance between schools.		2
4.	With only new teachers there is no experience within our school.		1

Table 36 Additional administrative constraints from teachers

Priority	Topics	Total N: 18	N:
1.	The CPD course is the same for primary and secondary schools. That makes the course too general and it is below the level of secondary school teachers.		3
2.	Add to each course a vocabulary list of all the subject specific terms.		2

Table 37 Additional content constraints from teachers

4.2 Constraints for CPD according to the Woredas and Zones

In the interviews with the education officers of the Woredas and Zones a big number of constraints were given for the implementation of CPD. As to be expected many of them are mentioned before by the teachers. There are a few constraints that are not mentioned before. In table 39 the second column characterises the constraint as an Administrative (A) or a Content (C) one of CPD. The last column gives the frequency with which the topic is mentioned.

Priority	A / C*	Topics	Total N: 13	N:
1.	A	Teachers are not motivated to do CPD. This is especially so for the older teachers. There is a lot of resistance within schools about CPD, especially in the start.		12
2.	A	There is not enough knowledge about CPD. This is so at all levels; schools, Woredas and Zones. Training is wanted.		7
3.	A	There is a lack of materials: CPD books but also stationery.		7
4.	A	Understaffed - some rural schools have no supervisor. Lack of time for the Woredas to monitor.		7
5.	A	Contact with rural schools is hard because of travel time.		4
6.	A	Teachers in the rural areas have no experience		2
7.	A	Too many schools rushed through the programme and have no awareness of the objectives of CPD.		3
8.	A	Students are not attending classes in rural areas.		2
9.	A	Doing CPD is hard for pregnant teachers when they come back after three months leave.		1
10.	A	The parents and community are not involved with education.		1
11.	A	The classes are too large.		1
1.	C	There is no uniformity in the portfolio. Many teachers just copy.		4

Priority	A / C*	Topics	Total N: 13	N:
2.	C	The language is a problem (English or native language; Too difficult words and concepts).		3
3.	C	The content of CPD is redundant for teachers of secondary schools.		1

* A = ADMINISTRATIVE CONSTRAINT C = CONTENT CONSTRAINT

Table 38 Constraints for CPD according to the Woredas and Zones

The most important constraint is according to the education officers the motivation of teachers. 'Lack of motivation' is not the words used by the teachers to name this constraint. However, their main complaint about time and workload is highly related to motivation. Also another constraint; "No incentives given for the extra working hours" can be seen as related with the motivation of teachers.

In most interviews the education officers said that at all levels there is a lack of knowledge about CPD. This is the case for the education officers themselves and for supervisors and schools. This opinion is also shared by the schools, especially when they mention the untrained facilitators. But also the principals and supervisors see training as the highest priority. Schools and Woredas also give a reason for the wish to be trained; many trained staff members with experience went to other jobs and are replaced by persons without training.

Another important observation is the problem of rural schools. The young teachers without experience work in rural schools. They need monitoring but hardly any one of the implementers of CPD visits them because the travelling time is too long. On top of that many children in the rural area are not attending school. This is of course not a specific problem for CPD but it does have a negative influence on the effect of CPD.

The constraints that are brought in by the Woredas mainly deal with administrative affairs, as could be expected. The content problems of CPD that are raised here are just a few and were mentioned before by the teachers.

4.3 CONSTRAINTS FOR THE CLUSTER SYSTEM ACCORDING TO THE WOREDAS AND ZONES

The constraints that are mentioned by the Woredas and Zones can be divided into two main groups. The first group are related to managing the cluster by the Woreda or Zone office.. The other group deal with the situation of the clusters itself In the table they are abbreviated as WZ (Worda/Zone) and Cl (Cluster)

Rank	WZ/Cl*	Topics	Total N: 13	N:
1.	WZ	There are no clear guidelines for the cluster available at the Woreda or Zone office.		12
2.	WZ	There is not enough support for the Woreda staff.		8
3.	WZ	There is a lack of budget (especially to do training).		8
4.	WZ	The Woreda and/or Zone is understaffed to support the cluster schools.		7
5.	WZ	Lack of motivation within staff because of lack of training.		1
6.	WZ	For the Woreda it is hard to monitor the work of the supervisor.		1
7.	WZ	There should be manuals for new formed cluster schools.		1
1.	Cl	Rural schools are far away from the cluster school.		8
2.	Cl	There are too many schools in 1 cluster.		3
3.	Cl	Great difference in facilities of schools.		1
4.	Cl	Clusters are too big because there are too many teachers in 1 school.		1
5.	Cl	Guidelines how to give training about working in clusters are wanted.		1

* WZ – WOREDA / ZONE CL CLUSTER

Table 39 Constraints for the cluster system

There is not enough knowledge and capacity for the support of the cluster system available at Woreda and Zone level. In particular the lack of clear guidelines for different aspects of the cluster system, having not enough support for the staff and not enough budgets are the main challenges.

The constraints for the cluster system are not frequently mentioned, compared with the ones for CPD. A reason for this could be that the challenges for the cluster system are not having such a high priority. As we have seen before in the discussion about the CPD implementation is the situation of the far away rural schools the most serious challenge for the cluster system.

The cluster schools have no strong cohesion. Schools seem not to feel a strong need to work together in a cluster. Before, in the evaluation of CPD implementation, one of the observations of this report was that the cluster system has not been a strong force in the implementation process. In this paragraph it is made clear that the education officers named many challenges for the clusters. This underlines what has been stated by Piper (2008) in his study about Ethiopian clusters;

"Clusters are far weaker than they were several years ago.... Without an increase of interest, resources, and new ideas, our prediction is that clusters will be only a shell of itself within ten years."

SECTION 5 CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

The conclusions will be presented by giving the answers to the three research questions of this report: That is (1) The effect of CPD on the practice of teaching and teachers' needs. (2) The support structure for the implementation of CPD. (3) The constraints of CPD.

1. **What is the effect of the CPD implementation on the practice of teaching and in what extent does this meet the need of teachers?**

The conclusion about *learning together* is that many teachers and education officers think that teachers gain a lot by working and learning together in a team. Most teachers have observed another while teaching. Often this is done as an exercise during the CPD course but only a small number of the teachers see observing each other as an integral part of the job. Giving and receiving feedback about teaching as a regular activity is only done by a minority of the teachers. Most primary school teachers shared experience during interschool visits and evaluated this positively; for secondary schools this is a minority. The challenge for new CPD initiatives will be to increase within school teams the willingness and skills to give and receive feedback as part of the profession.

-All teachers have a *portfolio*. In most primary schools teachers share the information of the portfolio. In secondary schools there is significantly less sharing of information about the portfolio. The portfolio's purpose is seen by teachers as a form of assessment and not as an instrument for improving their teaching practice. This can be a reason that, many teachers copy from each other. The only feedback principals and supervisors have given to teachers is signing that the portfolio is written.

- The activities most mentioned in the portfolio are continuous assessment, applying active learning and doing action research.

- There is a lack of information about the format and the purpose of the portfolio at all levels. Because of that there is no uniformity.

- For Woredas, the portfolio has the function of monitoring CPD implementation. The reliability of this information is questionable considering the previous conclusions about the way teachers write portfolios.

The conclusions about applying *active learning methods* are:

- Teachers say that they use a wide variety of active learning methods. Most teachers think that the CPD course has a positive effect on a number of teaching skills. Secondary school teachers are less

positive about this effect of CPD than primary school teachers. The classroom observations showed - especially in secondary schools - less variety of teaching methods than teachers said they are using. In primary schools group work was regularly observed. Frontal instruction or questioning was the most frequently used method in primary and secondary schools.

- Apart from active learning *other teaching skills* are acquired by CPD. The most important ones - as named by teachers and Woredas - are sharing experience, solving problems by using action research, handling different levels of students, working together as a team and applying continuous assessment.

The conclusions about the *needs of teachers* related to the content of CPD are:

- All teachers like the parts of the course that are related to the teaching learning process. Most of the primary school teachers find the content of the CPD course relevant to their work. For many secondary school teachers the CPD content is seen as a repetition of their previous study.

- HIV/Aids and Gender issues are the most controversial topics. Some see it as one of the most useful parts of the CPD course while others, especially in secondary education, see it as redundant.

- To make the content of the CPD course so that it meets the needs of teachers is, according to the principals and supervisors, one of the most important issues. Therefore they want more training.

2. In what way has the cluster policy of the Amhara region supported teachers in improving the teaching practice?

- At *school level* the conclusion is that primary school teachers are far more positive about the *role of the principal* in implementing CPD than secondary school teachers. Observing classes and stimulating intergroup discussions are regularly encouraged by the principals of primary schools.

- *At cluster level* the data are collected for primary school only. The principals and supervisors organise interschool visits as part of the CPD. Teachers are attending these meetings and most of them see it as a useful activity. The role of the cluster in this is not clear; it does not seem that the cluster committee is the initiator.

- Another function of the cluster has to do with the *cluster centre*. Almost all observed schools have a pedagogical or resource centre. The quality of the centre and the frequency with which it is used varies enormously. Principals and supervisors find the use of teaching aids very important but the class and school observations did not confirm that it has a high priority. In the practice of teaching, the teaching aids from the centre are seldom used.

- The cluster committee should be the initiator for all cluster plans and activities. However, a number of clusters have no cluster committee and / or do not know what the function is of a cluster committee. At the time of the research the cluster guidelines were changed. In the new guidelines the cluster committee has not longer a role in the implementation of CPD

- Most of the principals are satisfied with the support they get from the supervisor. Principals express a great need for training but they see training in managing the cluster as the least important part aspect. This is another indicator that the cluster is not seen as a very important structure for the CPD implementation.

- Most Woredas have regular contacts with the principals and supervisors about CPD and other innovation programs. In this way Woredas play a key role in the implementation process of CPD for primary education.

3. What are the administrative and content constraints for implementing CPD?

-The main *administrative constraints for CPD* as seen by the teachers are the lack of trained facilitators and the extra work load because of CPD. Teachers see this as a severe problem. Woredas see the motivation of teachers as the main constraint. A number of constraints that have been mentioned in other CPD evaluations (AREB 2008 – 2; Liyew, 2008) are the language problem (English- Amharic) and the lack of CPD course books. By translating CPD books into Amharic the language constraint has been solved in most of the schools. The lack of books has partly been solved. More books are distributed, but not enough of them, is the opinion of secondary school teachers in particular. Another administrative constraint that was mentioned by the teachers is the lack of awareness about the background of CPD. The Woredas came also up with this but most of them added that it was one of the problems at the start of the CPD implementation. The Woreda would like to have more training about CPD in order to support the schools better. Another constraint for Woredas and Zones is being understaffed to support the schools well. Especially for rural schools, the support situation is problematic.

Administrative constraints are mentioned three times more often than content so in general the content constraints are seen as less important. What is mentioned mainly by secondary school teachers is the redundancy of CPD content; primary school teachers in particular said that the content is not understood because of difficult concepts and language; third in rank is the insufficiency of time allotted to finish exercises and CPD courses.

There are two different kind of *constraints* for the *cluster system* mentioned by the Woreda and Zone education offices. In the first group are the constraints that are related to the capacity of the education offices. The most frequently mentioned are; no clear guidelines for different aspects of the cluster system; not enough support for the staff; understaffing and lack of budget to provide training.

The second group of constraints is related to the organisation of the clusters itself. The most important constraints are; the rural schools are too far away; too many schools in 1 cluster and different facilities of schools and clusters are too large because schools are too large.

5.2 RECOMMENDATIONS

1. Schools should have the possibility to choose which CPD programs they want to take.

The evaluation of CPD made clear that secondary schools in general were not satisfied with CPD. Teachers of secondary schools think that they spent too much time without having the experience that it helped them in their professional development. Woredas mentioned that, also for primary schools, a lack of motivation is the main challenge in the implementation process. That is why a recommendation is to address the motivation problem by making CPD tailor made for the school.

The schools' choice of the CPD content will be based on analysing the learning needs of teachers. Another criterion for choosing a CPD program is to combine CPD with other EQIP programs (e.g. SIP, ELTIP).

The consequence of this recommendation is that schools are able to make a choice. They must be aware of the choices they can make and have the capacity to do a need analysis. Another condition is that there must be a number of CPD modules on different topics available.

2. Develop CPD modules that concentrate on acquiring new teaching skills

The main benefit of CPD is, according to all teachers, knowing and applying more active learning methods in the teaching practice. In most class observations it seems that the CPD courses have mainly been an introduction and trying out of some alternative teaching methods. The next step would be to develop the habit and skill of using more active learning methods. The skills could be related to general and subject methodology skills.

Examples of general methodology skills are:

- How to work with slow learners;
- Lesson planning for large classes;
- Questioning techniques to activate your students;
- How different ways of group work can be organised easily.

Examples of subject methodology are:

- Write in English about daily life with students;
- How to make and use teaching aids in maths for grade 1- 4

3. New CPD modules should be written as self instructional guides, including assessments that can be used independently by work groups with little guidance from supervisors.

If there is more differentiation in the content of the professional development of teachers the organisation of the implementation at school level will have to change as well. It cannot be expected from school teams that they have all the knowledge and skills to guide a diversity of courses. A solution could be to make self instructional materials and assessments. For this purpose the format of distance-education study materials could be used.

4. Each CPD book or module should be accompanied by implementation guides for the mentors and facilitators.

Teachers see the lack of trained facilitators as the main challenge of CPD. This opinion is shared by the woredas. Giving training to the facilitators is one way to solve this challenge and it would be very helpful if supervisors or woredas could give training to facilitators. Another way to assist the supervisors and mentors is to produce manuals for each CPD module. The manual should give practical and detailed hints on the ways in which the mentor can supervise his or her study group.

5. Make all CPD materials digitally available.

One of the constraints often mentioned is not having enough CPD books. More and more schools are getting access to computers and in all cities there are computers and printers accessible. To have the CPD materials – in addition to the paper version - in digital form will be helpful for many teachers, supervisors and other stakeholders. Making it accessible could be done by placing the CPD materials on a website, on CD's, flash drives or by using other media as audio disks and radio.

6. Continue and strengthen the good effects of CPD such as learning together and doing action research.

Learning together was valued highly by the teachers. The challenge is to create a climate between teachers in which giving and receiving feedback is perceived as an important skill of the teacher's profession. For that purpose it will be very effective to continue with organising sharing-experience sessions in schools and interschool visits.

In literature and in the opinions of teachers action research is seen as an important method for teachers' development. In CPD action research has only been introduced to teachers, it is not an acquired skill and many teachers only made acquaintance with the idea but have not actually tried it out. The results of teachers' action research could be shared out with colleagues of their own school and in interschool visits with other schools.

7. Review the function and format of the portfolio and clarify this to all stakeholders.

The energy that is put into writing the portfolio has not brought much effect. The reason is that there is no understanding why the portfolio should be written and how to give feedback. The lack of knowledge is seen at different levels; also Woredas are not fully aware of the background nor have knowledge about the importance and what the format of the portfolio should be.

Another problem related to the portfolio is that in one and the same document two objectives have to be achieved that does not go together well: compulsory assessment of teachers together with documenting of growth.

In a situation where schools can make their own choices about the CPD program there is more need to have a documentation of what CPD activities teachers have been doing and what the outcome is of that.

Some suggestions for reviewing the portfolio and clarifying this to stakeholders:

- Keep the format as simple as possible – avoid unnecessary writing.

- Divide the portfolio in two separate parts, the assessment part and the part about documenting of professional growth.

- Clarification for stakeholders at all levels about the motivation (why is a portfolio needed), the format and clarification how to give feedback to teachers.

8. A training program should be set up for Woreda and Zone education officers about new CPD initiatives.

One of the main constraints of the education officers is the lack of knowledge about CPD. The need for training is in particular needed when new initiatives for CPD are going to come. The content of the training could be topics like clarification of the background of new initiatives for CPD and the role of Zone and Woreda in the implementation process.

9. A training program should be set up for principals and supervisors about new CPD initiatives.

The principals and supervisors see getting more training about CPD as the highest priority. The role of the principal is crucial in the implementation process. This together with the supervisor having a good awareness about CPD is crucial for a successful implementation. Suggestions for the training program are:

- Rationale and background about new CPD initiatives.

- Assessing learning needs of teachers and making a year program for CPD training.

- Clarification how to choose facilitators and mentors.

- Training on how to supervise facilitators and mentors including the use of the implementation guides.

- Good practice of giving feedback; doing observations and organising inter school visits.

- Responsibilities and tasks of principal and supervisor.

10. Simplify and clarify the guidelines of the cluster system by concentrating on the main objectives

The cluster system has not proven to be essential for facilitating the CPD implementation. The guidelines for the cluster system are not known at different levels. If the cluster system is to be seen as a good support system for schools and for woredas new initiatives need to be taken. At federal level a budget needs to be allocated for realising the core objectives of the cluster. Another initiative that could be taken at federal or regional level is to simplify the guidelines by concentrating on the main objectives of the cluster. From the perspective of this study the main objectives of the cluster are:

- Reduce costs by sharing equipment.

- Organise sharing experience sessions between teachers.

- Save time by creating uniformity between cluster members, e.g on assessments, setting up projects, sports day, etc.

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APPENDIXES

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1 A. TEACHER QUESTIONNAIRE

Dear Teachers,

The purpose of this questionnaire is to gather data on the practice of Teachers Continuous Professional Development at Regional level. To attain its objective, you are kindly requested to give reliable information; The bureau assures you that your response will be confidential and only be used for the purpose of this study moreover, when filling this questionnaire.

a/ don't write your name;

b/ please in dictate your responses by marking ≥the column of your choice. (from item 1- 21);

c/ please give concrete and relevant responses to the open ended items (from 22-23).

Name of school	
Name of Woreda	
Grade and section	
Number of students	
Sex	
Years of experience	
Educational Qualification	

No	**Items**	**Options**			
		4	**3**	**2**	**1**
A.	**Items related the practice of active learning techniques in the course of the CPD training**	Always	Most of the time	Some times	Never
1	I have observed my group members while teaching.				
2	My group members observed my class while I conducted lessons.				

No	Items	Options			
		4	**3**	**2**	**1**
3	I have given my group members constructive feed back after observing their class.				
4	My group members have given me constructive feed back after observing my class.				
5	I have invited my group members to observe my CPD portfolio, and discussed the issues in it.				
6	I have seen my group members' portfolio, and they were willing to discuss the issues in it.				
7	I have observed portfolio prepared by teachers from other CPD groups found in the school.				
8	I have participated in interschool visit programs with partner schools.				

No	Items	Options			
		4	**3**	**2**	**1**
B.	**Items related the practice of active learning techniques in the course of the CPD training**	Always	Most of the time	Some times	Never
9	I have exercised and tried out the following active learning methods in the course of my CPD training.				
	a/ Group discussions				
	b/ Game				
	c/ peer work				
	d/ Individual reflection				
	e/ Brain storming				
	f/ Role play				
	g/ Group presentation				
	h/ Small group work				

No	Items	Options			
		4	3	2	1

No	Items	Options			
		4	3	2	1
C.	**Items referring the practice of cluster meetings and inter school visit programs.**	Strongly agree	Agree	Disagree	Strongly disagree
10	Meetings held at cluster level are useful to share experiences on the CPD training.				
11	During the inter school visit programs, teachers from the partner schools are cooperative and willing to share experiences.				

No	Items	Options			
		4	3	2	1
D.	**Items related to the effect of CPD training on teachers' knowledge and skill.**	Strongly agree	Agree	Disagree	Strongly disagree
12	The CPD training helps me to recognize the process of practicing self evaluation and its importance.				
13	The CPD training helps me to recognise and to be aware of the techniques of action research.				
14	The CPD training helps me to conduct action research to solve problem related to the teaching learning process.				
15	The CPD training activities caused me to change the following aspects of my teaching practice.				
		4	3	2	1
	a/ planning (E.g. lesson plan)				
	b/ classroom management				
	c/ Teaching style (E.g. encourage me to use variety				

	of teaching techniques).				
	d/ Assessment practice				
	e/ Teacher collaboration				
No	**Items**	**Options**			
		4	**3**	**2**	**1**
E.	**Items related to principals support on the practice of CPD training.**	Strongly agree	Agree	Disagree	Strongly disagree
16	The school principal usually arranges inter school visit programs.				
17	The school principal frequently arranges intra group discussion forums at school level.				
18	The principal usually encourages and supports me to exercise and try out peer evaluation.				
19	The principal pays visit to observe and consult my group while discussing and doing the CPD activities in group.				
20	The principal usually gives me constructive feed back back after observing my port folio.				

No	**Items**	**Options**			
		4	**3**	**2**	**1**
F.	**Items related to the challenges of the CPD training.**	Very severe	Sever	Not severe	Undecided
21	Please rank the following challenges depending on the severity they caused on your CPD training.				
	a/ Language problem (difficulty of the training manual).				

	b/ Lack of training manual.				
	c/ Lack of trained facilitators				
	d/ Insufficiency of time allotment to finish each CPD course.				
	e/ time constraints because of heavy work load.				
	f/ Irrelevancy of the contents in the CPD manual.				

Open ended Items (Write in Amharic if you want.)

22. What do you benefit from the CPD that you have been taking?----------
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23. What suggestion do you have for the CPD training? ----------
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1 B. AMHARIC VERSION TEACHER QUESTIONNAIRE

በአማራ ክልል ትምህርት ቢሮ

ለመምህራን የተዘጋጀ መጠይቅ

መመሪያ፡- የተከበራችሁ መምህራን ይህ መጠይቅ የተዘጋጀው በአሁኑ ጊዜ በክልላችን ለመምህራን እየተሠጠ የሚገኘው የተከታታይ ሙያዊ ዕድገት /CPD/ ስልጠና በምን ደረጃ ላይ እንደአለ ለማጥናትና የዚህን ጥናት ውጤት /ግኝት/ መሠረት በማድረግም የተለያዩ የመፍትሔ ሃሳቦችን ማመንጨትና ተግባራዊ ሊሆኑ የሚችሉ ጠቃሚ ስልቶችን በመንደፍ በቀጣይ የሚሠጡ የ /CPD/ ስልጠናዎችን የሚጠበቀውን ግብ እንዲመቱ ለማድረግ ሲሆን፤ ይህ ጥናት ለውጤት እንዲበቃ ከመምህራን የሚገኘውን ትክክለኛ መረጃ እጅግ አስፈላጊ ነው፡፡

ስለሆነም ትክክለኛውን መረጃ በመስጠት የተለመደውን ትብብር እንድምታደርጉ የቢሮው ዕምነት ሲሆን በመጠይቁ ላይም፡-

ሀ/ ስምዎትን እንዲፅፉ አይገደዱም፤

ለ/ ከተራ ቁጥር /1-21/ የእርሰዎን ሀሳብ ወይም እምነት ያንፀባርቃል የሚሉትን አንድ ምርጫ ከተሠጡት መካከል በመምረጥ ይክበቡ

ሐ/ ከተራ ቁጥር /22-23/ ለሚገኙ ጥያቄዎች ደግሞ በተሠጠው ክፍት ቦታ ሃሣብዎትን ይግለፁ

የዞኑ ስም	
የወረዳው ስም	
የት/ቤቱ ስም	
የክፍል ደረጃ	
የተማሪዎች ብዛት	
የሥራ ልምድ	
ጾታ	
የሠለጠኑበት የትም አይነት	

ተ ቁ	ጥያቄዎች	አማራጮች			
		4	3	2	1
ሀ	በ ሥልጠና አተገባበር የሥልጠና ዘዴዎች አተገባበርን በተመለከተ /1-8/	ሁልጊዜ	በአብዛኛው	አንዳንድ ጊዜ	ጭራሽ
1	የቡድናችን አባል መምህራን በሚያስተምሩበት ወቅት የክፍል ምልከታ አደርጋለሁ				
2	በክፍል ውስጥ ሳስተምር የእኔ ተከታታይ ሙያዊ እድገት የቡድን አባላት ምልከታ ያካሂዳሉ				
3	ለቡድናችን አባላት ከክፍል ምልከታ በኋላ ገንቢ አስተያየት እሰጣቸዋለሁ				
4	የቡድኔ አባላት ከምልከታ በኋላ ገንቢ ግብር መልስ ይሰጡኛል				
5	የእኔ CPD ቡድን አባላት ያዘጋጀሁትን ፖርትፎሊዮ እንዲመለከቱ እጋብዛለሁ፡፡ በውስጡ በተካተቱ ነጥቦች ላይም እወያያለሁ				
6	የእኔ የ CPD ቡድን አባለት ያዘጋጁትን ፖርትፎሊዮ ተመልክቻለሁ በውስጡ በተካተቱት ነጥቦች ላይም ተወያይተናል				
7	በት/ቤታችን የሙያ ባልደረቦቼ ለ CPD ያዘጋጁትን ፖርት ፎሊዮ እንደመለከተው ይጋብዙኛል። በውስጡም በተካተቱት ነጥቦች ላይም ለመወያየት ፍቃደኛ ናቸው				
8	በት/ቤቶች መካከል በተደረጉ የልምድ ልውውጥ መድረኮች ላይ እሳተፋለሁ				
ለ	ለCPD ስልጠና ተካፋይ መምህራን በአሣታፊ የማስተማሪያ ዘዴዎች ላይ ያደረጉትን የተግባር ልምምድ በተመለከተ/ጥያቄ 9 /				
9	በ CPD ሥልጠና ወቅት በሚከተሉት አሣታፊ የማስተማሪ ዘዴዎች ላይ የተግባር ልምምድ አደርጋለሁ				
	a/ Group discussions (የቡድን ውይይት)				
	b/ Game (ጨዋታ)				
	c/ peer work (የቡድን ሥራ)				
	d/ Individual reflection (የግል መገለጫ)				

ተ ቁ	ጥያቄዎች	አማራጮች			
		4	3	2	1
	e/ Brain storming (የማሳመን / የመስበክ)				
	f/ Role play (አስመስሎ መጫወት /ትወና)				
ሐ	በአጋር ት/ቤቶች partner schools መካከል የሚደረጉ የCPD ልምድ ልውውጦችና የጉድኝት ስብሰባዎችን በተመለከተ/10-12/				
10	በመምህራን ተከታታይ ሙያዊ ዕድገት ስልጠና ዙሪያ የተደረጉ የጉድኝት ማዕከላት ስብሰባዎችና የልምድ ልውውጦች ጠቃሚ ሆነው አግኝቻለሁ፡፡				
11	የልምድ ልውውጥ ባደረኩባቸው ት/ቤቶች ውስጥ የሚገኙ መምህራን በCPD ዙሪያ ያገኙትን ተሞክሮ ለማካፈል ፍቃደኛ ናቸው				
መ	**የ CPD ስልጠና በመምህራን ላይ ያመጣውን የክህሎት ለውጥ በተመለከተ/12-15/**				
12	የተከታታይ ሙያዊ ዕድገት ስልጠና ግምገማ /Self Evaluation/ እንድገነዘብ ረድቶኛል				
13	የተከታታይ ሙያዊ ዕድገት ስልጠና የተግባራዊ ምርምር /Action research/ ዘዴዎችን እንድገነዘብ ረድቶኛል				
14	የተከታታይ ሙያዊ ዕድገት ስልጠና ተግባራዊ ምርመራ እንዳደርግ መነቃቃት ፈጥሮብኛል				
15	የተከታታይ ሙያዊ እድገት ሥልጠና በሚከተሉት የማስተማር ክሕሎቶች ላይ ለውጥና መሻሻል አምጥቶልኛል				
	ሀ/ የማቀድ ችሎታ (ለምሣሌ ዕለታዊና ሣምንታዊ ዕቅዶች በማዘጋጀት በኩል ወዘተ)..				
	ለ/ Class room Management.				
	ሐ/ የተለያዩ የማስተማር ዘዴዎችን በመጠቀም በኩል				
	መ/ የተለያዩ ምዘና አይነቶች እንድጠቀም በማድረግ በኩል				
	ሠ/ ከስራ ባልደረቦቸ ጋር የመስራት ባህልን				

ተ ቁ	ጥያቄዎች	አማራጮች			
		4	3	2	1
	በማሳደግ በኩል				
ሰ	የር/ዕስ መምህራን ድጋፍና ክትትልን በተመለከተ (16-20)				
16	የት/ቤቱ ር/መምህር በት/ቤቱ መምህራን መካከል የልምድ ልውውጥ ፕሮግራሞች እንዲካሄዱ ያደርጋል				
17	የት/ቤቱ ርዕሰ መምህር በትምህርት ቤቱ ውስጥ ባሉ ቡድኖች መካከል የልምድ ልውውጥ እንዲዘጋጅ አድርጓል				
18	የትም/ቤቱ ርዕሰ መምህር የአቻ ለአቻ/Peer Evaluation / ግምገማ እንዳደርግ ያበረታታኛል				
19	የት/ቤቱ ር/መምህር የቡድን ውይይቶችን ስናደርግ ምልከታ ያደርጋል				
20	የት/ቤቱ ር/ዕ መምህር ያዘጋጅሁትን ፖርትፎልዮ ከተመለከተ በኋላ የሰጠኝ ግብረ መልስ ጠቃሚ ሆኖ አግቸዋለሁ				

ተ ቁ	ጥያቄዎች	አማራጮች			
		4	3	2	1
ረ	በ CPD ሥልጠና ወቅት ያጋጠሙ እንቅፋቶችንና ችግሮችን በተመለከተ / ጥያቄ /21	ከፍተኛ ተጽእኖ	መካከለኛ ተጽእኖ	ተጽእኖ የለውም	አስተያየት
21	ከዚህ በታች የተዘረዘሩት በ ስልጠና ወቅት ያጋጠሙ ችግሮች ሲሆኑ በርስዎ ት/ቤትም ችግሮቹ ካደረሡት ተዕዕኖ አኳያ በደረጃ ያስቀምጧቸው				
	ሀ/ የስልጠና ማንዋሉን ለመረዳት አለመቻል (የቋንቋ ችግር)				

	ለ/ የስልጠና ማንዋል እጥረት				
	ሐ/ Lack Of trained Facilitators /የሠለጠኑ አመቻቾች አለመኖር /				
	መ/ እያንዳንዱን የ CPD ኮርስ ለመጨረስ የተመደበው ጊዜ በቂ አለመሆን				
	ሠ/ በስራ ጫና ምክንያት የጊዜ ፅጥረት መከሰቱ				
	ረ/ Irrelevancy of contents in the CPD course / የይዘቶቹ ፋይዳ ዝቅተኛ መሆን/				

ልቅ ጥያቄዎች

22. የተከታታይ ሙያዊ ዕድገት ስልጠና ሙያዎትን ለማሻሻል ያበረከተልዎት ጥቅም ምንድን ነው?

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23. በ CPD ስልጠና ላይ ያለዎትን አጠቃላይ አስተያየት ይግለፁ፡፡

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2 QUESTIONNAIRE FOR PRINCIPAL AND SUPERVISOR

Dear Principal and / or Supervisor,

In order to evaluate the effect of the CPD course and, related to that, the functioning of the school clustering the Amharic Regional Educational Bureau (AREB) has started a research.

The outcomes of this research will be used in the development of new CPD courses or materials. The findings of this study will also be used to examine if the AREB Guidelines for School clustering needs to be updated. Finally the study should give the information that is needed to find out in what way the communication system between stakeholders at all levels could be improved.

Your Woreda and school cluster has been selected for this research. For that purpose we kindly ask you to participate by assisting the research team in finding relevant data.

Will you therefore please fill in the questionnaire attached to this letter? Your answers will only be used for the purpose of this research. All answers are treated confidentially. On the questionnaires no name needs to be filled in, because this is not an evaluation of individuals. The main purpose is to obtain realistic data, so feel free to give your ideas and comments.

Beside that we ask you to participate in a focus group discussion later on the day. A number of the same topics of the questionnaire will be discussed, so that gives you an opportunity to explain more about your ideas and opinions.

The results of this research will be communicated with your Woreda.

The questionnaire has questions about:

A. Cluster meetings and the use of the resource centre
B. Support activities for the cluster
C. Satisfaction with the functioning of the cluster
D. Challenges of the cluster system
E. Effects of the CPD course
F. Support given to the team for CPD

We thank you in advance about your cooperation.

Questionnaire CPD / Cluster for Principal and supervisor

Name of school / Cluster	
Name of Woreda	
Name of Zone	
Position – fill in; Principal or Supervisor	
School size: Number of students	
Sex	
Years of experience in this position	
Educational Qualification	

A. Cluster meetings and use of the Cluster Resource Centre (CRC)

What is the frequency of the following activities during the last half year of 2007 – 2008?

Mark in the corresponding box the number of meetings / actions.

Nr	Topic	Weekly	Monthly	Quarterly	Yearly	Never
1.	Meetings of CRC coordinating committee					
2.	Meetings with teachers in relation to CPD					
3.	Teachers of cluster school borrowed teaching aids and materials from CRC					
4.	Teachers of Satellite/ ABE school borrowed teaching aids and materials from CRC					

Explanation or remarks: (Use Amharic if you want)----------

B. Support activities for the cluster

What is the frequency of the following support activities for supervisors during the last half year of 2007 – 2008?

Mark in the corresponding box the number of meetings / actions.

Nr	Topic	Weekly	Monthly	Quarterly	Yearly	Never
5	Supervision conducted by WOE or ZED or AREB.					
6	WOE calls for consultative meetings.					
7	AREB calls for consultative meetings.					

Explanation or remarks: ---------- ----------

C. Satisfaction with the functioning of the school cluster

Cross in the box what you think about the statements below - the numbers mean:

4= Very satisfied. 3 = Satisfied 2 = Dissatisfied. 1= Very dissatisfied

I am satisfied about the way the school cluster is functioning concerning the following topics.

Nr.	Topics ** Question 10 is meant only for the Principal to answer.*	4	3	2	1	Explain in a few words why you are satisfied or why you are not satisfied.
8.	Sharing experience with colleagues.					
9.	Effective use of teaching aids.					
10.	Support from supervisor*					
11.	Support from others (e.g. PTA, Teachers, Woreda).					

12.	Meetings of the cluster committee.					

D. Challenges for the cluster system

What are the main challenges for the cluster system? Cross the box when 4 = biggest challenge and 1 = least challenge.

Nr.	Topics	4	3	2	1	Explain why or what should be done to improve
13.	Lack of materials					
14.	Motivation of teachers or others (who?)					
15.	Lack of support to manage the cluster.					

Other Challenges, namely: ----------

E. **What makes CPD effective? (**4 = most effective, 1= least effective)

Nr.	Topics	4	3	2	1	Explain why or what should be done to improve
16.	The CPD course meets the needs of teachers.					
17.	Using Amharic makes the CPD course easier to understand.					
18.	Facilitators of the course should have more training.					
19.	I need more training to suppor my school(s).					

Explanation or remarks: ----------

F. Support given to the team concerning CPD

What is the frequency of the following support activities you have given l to improve the continuous professional development of your team during the last half year of 2007 – 2008?

Nr	Topic	Weekly	Monthly	Quarterly	Yearly	Never
20.	Arrange inter school visits					
21.	Initiate group discussions at school level					
22.	Encourage team members to try out peer evaluation					
23.	Give feed back to the team about their portfolio					
24.	Do class observations					
25.	Assess the learning needs of team members					

Explanation or remarks: ----------

3 CLASSROOM OBSERVATION CHECKLIST

A. General

Name of school	
Grade and section	
Woreda	
Zone	
Number of students	
Sex	
Years of experience	
Educational Qualification	

B. Classroom Observation checklist

Year/Date of Observation ----------

No	Item	Yes	No	Comment
1	The teacher: Is punctual in the time.			
2	Greets students and settle them down.			
3	Gives clear introduction and explanation of objectives.			
4	Revises the previous lesson briefly.			
5	Uses different methods of teaching to maximize students' participation.			
6	Uses instructional teaching aids effective to the lesson topic.			
7	Motivates female students to increase their class room participation.			
8	Praises students.			
9	Manages students' behaviour well.			
10	Presents the contents associating with students day to day life.			
11	Uses continuous assessments formats to follow students' class activities			
12	Allow students to do by themselves.			
13	Provides feed back to the students.			
14	Consolidate the daily lesson.			
15	Check the class and home work.			

4 OBSERVATION LIST FOR THE CLUSTER RESOURCE CENTRE (CRC)

Name of the CRC: _ Zone: _ _ _ _ _ _ _ _ _

Woreda: _ Urban / Rural: _ _ _ _ _ _ _ _ _ _ _

	Item	Very good	Good	Satisfactory	Poor	Remarks
		4	**3**	**2**	**1**	
1.	**Availability of Resource**					
	Teaching aids					
	Factory made					
	School made					
	Tools for writing					
	Drawing, writing					
	Electronic tools					
	Radio, tv, printer, PC					
	Camera, Copier					
	Other					
2.	**Use of the centre**					
	Attendance register					
	Frequency of visits cluster					
	Frequency of visits satellite					
	Frequency of visits ABE					
3.	**Accessibility of materials**					
	Enough light					
	Clean room					
	Labeled materials					
4.	**School compound**					
	Clean compound					
	Attractive compound					

5 CHECKLIST FOR DOCUMENT ANALYSIS - TEACHERS' PORTFOLIO

Name of school	
Woreda	
Zone	
Male / Female	
Rural / City	

No.	**Topic**	
1.	Educational qualifications.	
2.	Activities accomplished by	
3.	Training which the teacher has	
4.	Model - / exemplary work created.	
5.	Activities referring students'	
6.	Feedback given by:	
	a. Headmaster	
	b. Facilitator or Mentor	
	c. Other feedback	

6 AGENDA FOR FOCUS GROUP DISCUSSION

Focus group discussion

The discussion is meant to share experiences and ideas about the implementation process of the CPD course, the functioning of the cluster committee, the learning needs of teachers and expectations about the support. The discussion will help to get background information and explanations for the individual opinions as they are given in the questionnaires.

Discussion topics

- What is seen as the effect of the CPD course and does this fit to the learning needs of teachers.
- Evaluate working together in the cluster system.
- How do participants see their own role in the cluster system (as given in the cluster guidelines) and what could be clarified or improved?

Agenda

Introduction

- Main objective is to collect the ideas from the group about the raised topics. There is no need now to find consensus as a group.
- Why this discussion; Who is who; What will be discussed

1. Effect of the CPD course
   - Respond to statements about CPD implementation effects.
   - Which topics should be part of new CPD courses or modules?
2. Clarification and evaluation of roles and tasks in the the cluster system
   - How was this cluster started?
   - Did you have guidelines in starting this cluster? If so, where they clear about the tasks, roles and responsibilities of the cluster?
3. Evaluate working together in the cluster system
   - What are the main achievements and challenges of this cluster?
   - Suggestions for solutions.

Focus points for researchers

Statements about CPD (Agenda 1)

(The statements evaluate opinions about CPD effects on: learning needs, effects on teaching, course level, time, topics, learning together, motivation, skills, attitude and knowledge)

1. The CPD course meets my learning needs.
2. Because of CPD I apply more active learning methods.
3. The CPD course is too difficult to understand.
4. The CPD course takes too much time.
5. What are the main challenges for the CPD course?

Evaluate working together in the cluster system (Agenda 3)

Sharing experience with others

Effective use of teaching aids

Planning of the cluster committee

Helpful information from Woreda and others

Clear guidelines for the cluster how to work together

Find budgets with and from the community

7. INTERVIEW WOREDA AND ZONE ABOUT CPD IMPLEMENTATION AND SCHOOL CLUSTERING

The interview for the Woreda is identical to that one of the Zone by replacing Woreda for Zone. In the Zone interview question 2.1 is: What number of Woredas is the Zone supporting?

1. Introduction

Why this interview?

- Short explanation what the purpose is of the research. How it is done, why this interview and how we will give feedback.

Who is who?

- Making acquaintance by short introduction of the researchers and the Woreda educational workers involved with CPD and school clusters.

2. Questions about the Woreda capacity
   - 2.1 What is the number of schools and clusters the Woreda is supporting (ABE, CRC, Satellite schools Secondary Schools)?
   - 2.2 What is the capacity of the Woreda in manpower to give the support for CPD and Clusters in hours per week?
3. CPD
   - 3.1 In what way organizes the Woreda support activities for supervisors and principals to implement CPD?
   - 3.2 Has the Woreda arranged activities to share experiences between schools at Woreda level?
   - 3.3 How does the Woreda monitor the implementation process of CPD?
   - 3.4 What does the Woreda see as the effect of the CPD implementation?
   - 3.5 What are the most important challenges for CPD implementation?
4. Cluster system
   - 4.1 What information do you have about the cluster guidelines?
   - 4.2 In what way monitors the Woreda the schools and clusters?
   - 4.3 What kind of support is needed for the Woreda in order to support schools and supervisors?
   - 4.4 Do you provide follow up training, e.g. in conjunction with TEI and / or Bureau?
   - 4.5 What do you see as challenges for the cluster system?